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**DEANS AND ADVISERS
OF WOMEN AND GIRLS**

WITHDRAWN

DEANS AND ADVISERS OF WOMEN AND GIRLS

FOR DEANS AND ADVISERS OF WOMEN AND GIRLS;
HEADS OF GIRLS' SCHOOLS; INSTRUCTORS OF GIRLS;
SOCIAL DIRECTORS, HOUSE MATRONS AND MANAGERS;
SCHOOL PHYSICIANS AND NURSES; DIRECTORS
OF PHYSICAL EDUCATION AND ALL OTHER EDUCATIONAL
EXECUTIVES AND ADMINISTRATORS HAVING SUPERVISION
OF GIRLS AND YOUNG WOMEN; Y. W. C. A. SECRETARIES
AND WORKERS, DEACONESSES AND OTHER RELIGIOUS
LEADERS OF WOMEN AND GIRLS; GIRL SCOUT AND
CAMPFIRE GIRL LEADERS AND COUNSELORS; INDUSTRIAL,
SOCIAL, SETTLEMENT AND OTHER WELFARE WORKERS
AMONG WOMEN AND GIRLS; VOCATIONAL AND
PERSONNEL COUNSELORS; MEMBERS OF PARENT-TEACHER
AND SIMILAR ORGANIZATIONS; AND TEACHERS OF
STUDENTS IN CLASSES STUDYING FOR ANY OF THESE
CALLINGS.

BY

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Compiler of the Catalog of Literature for Advisers of Young
Women and Girls and the Catalog of Student Health
Literature, Director of a Survey of the Student
Health Service in the United States.

With an Introduction by

FRANK PIERREPONT GRAVES

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Commissioner of Education

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DEDICATED
WITH LOVE AND GRATITUDE
TO
KATHRYN SISSON McLEAN PHILLIPS
THE FIRST PRESIDENT
OF THE NATIONAL ASSOCIATION OF DEANS OF WOMEN
MY FRIEND, ADVISER AND INSPIRATION

INTRODUCTION

There is probably no position in the modern high school or college more important or more misunderstood than that of dean of girls or dean of women. No other official bears quite such intimate relations to the entire life of the women students or has the same opportunity to influence them. It is to the dean of women that the girls should naturally go for advice in all their work. She should help them in selecting their courses and her aid should be sought when they have difficulties with their studies. She should know how to sympathize in times of sickness or trouble: To her the young women should feel impelled to pour out their joys and sorrows, their perplexities, hopes, and aspirations.

But while her office calls upon her to act as philosopher, guide, and friend, these relationships should be official without being officious. She must be wise and strict, but at the same time sympathetic and tactful. Once she loses the confidence of the students, her usefulness is very largely over. On the other hand, though she must be ever youthful and able to appreciate the student point of view, she should never appear undignified or gay. In spirit she is expected to be as bright and buoyant as the sunshine, but in substance as old and stable as the hills. Successful deans of women are those who have learned to be "all things to all men" and "as wise as serpents and harmless as doves" but have yet remained direct, sincere, and characterful. They are anomalies in the academic world. They should have the greatest possible control over the women students; but they are likewise obliged to

secure their results with little or no specific legislation or delegation of power and largely through the good will of their charges.

For this reason probably no other post—not even the presidency—is more difficult to fill. The deanship of women seems at times to require almost a super-human combination of qualities. Owing, however, to the comparative newness of the office, especially in the East, and the consequent ignorance of its requirements, boards and presidents have frequently made a selection with far less consideration than they would give to the choice of an instructor. Such a policy has often played havoc with the institution. Women have sometimes been chosen for the position who were human icebergs or less interested in girls than they were in Sanskrit on the one hand or bridge on the other. Occasionally others have been selected without qualifications save a fancied influence with people in high society. Worst of all, some women well past middle life have been elected to this office when they had practically never had any experience with administration, and their acquaintance with the life and interests of the modern student was but slight. They belonged to another world and to a different generation. Probably in no other field have so many ghastly errors been made or so much of the scholastic wayside strewn with wreckage. The college or high school is to be congratulated that has been able to secure and to hold a satisfactory incumbent in this place.

Is it not high time, then, that a careful job analysis and a broad and detailed discussion of the many sides to this important and vexing problem should be made? Surely we can no longer afford to leap in the dark. Such a book as Dean Pierce has produced should go far in working out our academic salvation. She has analyzed and tabulated the abilities, qualifications, activities, and responsibilities that pertain to the office of dean of women both in high schools and in colleges. She has carefully discriminated between the duties in large

schools and colleges and those in small, and shown what modifications will be necessary for an institution located in a small community as compared with that in a great city. The book also affords similar analyses and tabulations for every subdivision of a dean's work and for those of all her chief associates and assistants. It describes the history and the present status of the housing and all the interests, recreations, and needs of the women student.

Undoubtedly the data and requirements of the dean-ship of women will be constantly changing as educational administration is gradually modified and becomes more and more of a science, but the scholastic world will always be indebted to this book for breaking the first path. Miss Pierce has modestly termed her work a "study" but as marking our first efforts in this direction it will ever be considered a classic.

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PREFACE

This book has been written with the sincere desire to formulate certain ideas and principles in such a way that eventually there may grow out of this effort a body of accepted essential standards governing the selection and employment of women to the positions of deans or advisers of women or of girls in education, in industry, or elsewhere, and that the duties and responsibilities of her position may be better, more clearly defined than they now are.

The practice of advising girls is not new. Probably from the time of the first girl there has been someone, her mother, or some other well-meaning person, trying to guide her into the accepted social and ethical forms of living.

Neither is the position of dean new. For many years in educational circles there have been women specially responsible for the guidance of young women, but within recent years their number has rapidly increased, so that few higher educational institutions fail to employ a dean and in secondary schools the position is rapidly becoming recognized and appointments made to it.

The same is true of the welfare work in large mercantile and industrial concerns. The owners are finding it adds to the value of their girl employees to provide an adviser who gives them instruction in health upkeep, in personal and business ethics, in dress and manners, in recreational possibilities and other forms of self-improvement, and in the enhancement or enrichment of personality.

The astonishing thing about this rapidly expanding calling is the scarcity of literature pertaining to it. A one-foot shelf would very nearly hold all the books

devoted *exclusively* to the subject, and among these there appears to be not one book of principles or methods. No author seems so far to have undertaken to assemble into one volume the essential material for the everyday use of deans.

During the preparation of her "Catalog of Literature for Deans and Advisers of Women and Girls" three years ago, the author discovered this lack and presented the facts to the various national and local organizations of deans in the hope that some qualified writer, seeing the need, would prepare such a volume or set of volumes. As yet no one has prepared such a book. The material of this book has been assembled more for study purposes than as a final statement of principles or methods. It is hoped, however, that out of this beginning will gradually develop a book or books of fundamentals such as a calling of this sort deserves.

With the ultimate purpose in view of rendering substantial assistance to deans and advisers in their work of developing a finer, stronger womanhood and motherhood, the book covers generally the salient features of "deaning" treats at some length the methods of affording to students a higher, richer, cleaner type of social life; the means by which the students may be given a larger place in school government; a basis for putting into full operation the modern theory of health maintenance or promotion in contradistinction to the former one of curing disease already entrenched. To this latter end, therefore, special emphasis is given to athletics for girls and young women and to a broad range of outdoor and indoor recreational activities. Measurements and tests are offered as a means of determining student capacity in order to avoid underloading or overloading and its consequent demoralization.

Since many secondary schools and nearly all higher educational institutions have nonresident students, consideration of the problem of student housing is

essential. It is hardly possible for too much emphasis to be given to the importance of having modern-type residence halls and equipment with superior personnel for carrying on the best form of service for these students. The necessarily limited treatment of this subject is not at all commensurate with its importance. In Appendix I will be found some details concerning the hall referred to in the body of the book.

A standardization of the *activities* of the dean and of her chief assistants—the social director, physical director, director of student-housing, mistresses-of-the-halls, matrons, school or house physicians, nurses, vocational counselors, etc. and the *qualifications*, in detail, which they should possess in order to fulfill the duties of their various offices are also included.

A suggestion is likewise made, in outlining a system of vocational guidance, which, it is hoped, will do away with the misfits among women in active occupations and make more certain the selection by them of a life work for which they have special aptitude and preparation.

A bibliography arranged under the chapter headings completes the volume and makes available much collateral material which could not be included in the compass of this volume. In this book, for convenience, both deans and advisers of every sort and however related to the work will be referred to generally as deans, deans of girls, or deans of women, as the case may be.

In accord with the general aim of the book, the appendices have been included for study purposes. In addition, they make immediately available to the user of the book a large amount of valuable and useful material that would require more extended research to assemble than most deans have the time for.

A standardized system of abbreviations and symbols has been devised and used throughout the handbook to facilitate the tabulation of data relating to the activities of the deans and of their chief assistants, so

that those interested in any particular type of school may, at a glance, ascertain what are the essential or minimum activities for that type of school and what other activities are in some cases undertaken. The author is convinced that these tabulations are not complete and the classifications not always correct, but she hopes that, through the kindly help of her fellow deans, they may be made more nearly so in a subsequent edition.

EXPLANATIONS OF ABBREVIATIONS AND SYMBOLS

- S Secondary schools
- H Institutions of higher education
- ▢ Small schools or buildings
- Large schools or buildings
- o Small communities
- O Large communities
- M Minimum or essential activities

All items not marked *M* are activities engaged in under certain conditions but not generally essential.

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ANNA E. PIERCE

CONTENTS

PART ONE

FIELDS OF WORK FOR THE DEAN OF WOMEN AND OF GIRLS

CHAPTER	PAGE
I Social Activities	3
II Chaperonage	30
III Right Student Spirit and Attitude (Religious) ...	38
IV Women Student Organization.....	62
V Undergraduate Government	72
VI Health Promotion and Maintenance	80
VII Recreations and Amusements	130
VIII Athletics	141
IX Dress, Personal Appearance and Manners.....	159
X Suggestions for talks to Girls.....	169
XI Inspiration of Biographies of Great Women.....	202
XII Vocational Guidance for Girls.....	206
XIII Mental Measurements and Tests.....	222
XIV Student-Housing	260
XV The Management of Residence Halls.....	290
XVI Positions in the Management and Operation of the Hall Open to Self-Supporting Students....	321
XVII Residence Hall Financing.....	329

PART TWO

THE DEAN'S PERSONAL RELATION TO THE POSITION

CHAPTER	PAGE
XVIII Personality and Devotion of Deans.....	340
XIX Professional Status of Deans.....	348
XX Activities and Qualifications Demanded.....	355
XXI Relation to the Community.....	375
XXII Means of Winning Respect and Support.....	387
XXIII Extending Influence by Writing and Lecturing..	394
XXIV Office Equipment and Help.....	398
XXV Distinctive Features of the Work of the Secondary School Deans.....	406
Bibliography	599
Index	625

APPENDICES

	PAGE
A. Minimum Essentials for Physical Education in Normal Schools.....	415
B. Lecture Topics on Student Health.....	433
C. Health Upkeep Grading Table.....	437
D. Health Habit List.....	441
E. Health and Physical Examination Forms;	
1. Health Examination Blank—Physical—Women's Foundation for Health.....	447
2. Health Examination Blank—Medical—Women's Foundation for Health.....	449
3. Official Physical Examination Form of the American Physical Education Association....	451
4. Medical Examination Blank of the Department of Hygiene of the College of the City of New York	453
F. Suggested Material for an Interdepartmental Course in Social Hygiene.....	455
G. Details of the Positive Student Health Service—Space, Equipment, Personnel, Courses of Study, etc....	461
H. Occupations Open for Women.....	475
I. Description of a Modern-type Residence Hall.....	481
J. Principles of Social Conduct.....	517
K. Student Councils in Secondary Schools.....	523
L. The Assembly in Secondary Schools.....	529
M. Minor Organizations in Secondary Schools.....	533
N. Other Extracurricular Activities in Secondary Schools	541
P. Platform and Model Organization Papers for National and State Associations and Local Clubs of Deans of Women.....	555
1. Platform of the National Association of Deans of Women	556
2. Model Constitution and By-laws for the National Association of Deans of Women.....	557
3. Model Constitution and By-laws for State and District Association and Local Clubs of Deans and Advisers.....	578

DEANS AND ADVISERS OF WOMEN AND GIRLS

PART I

FIELDS OF WORK FOR THE DEAN AND ADVISER

The real objective of the efforts of all deans on behalf of the girls of our schools and colleges is to develop the womanly woman, possessing all the strength, physical, mental, social, and moral implied in that term, and determined to perpetuate and exalt the home as the center and safeguard of society. While we want to preserve all the grace and beauty of the feminine type of woman we no longer desire to cultivate the sentimental, dependent type. The present purpose of thoughtful educators is to develop women possessing the virtues of strength, of courage, of initiative, of ability to fend for themselves, of honestly facing the problems of living and of assuming full responsibility for doing their share in the world's work, but not for one instant tolerating the idea that the vices and bad habits of smoking and drinking, of using coarse and common language, of indifference to the niceties of living, shall constitute any part of our womanly woman's training and development.

To carry on more effectively the work of developing in the girls strength, courage, initiative, and the ability to take care of themselves when necessary, as well as developing the womanly virtues and graces, which, after all, are their greatest strength under present-day circumstances, deans must generally take the initiative in, and in some cases almost carry through by their own personal efforts, certain projects. Some

of these projects require properties and equipment which must be financed and a personnel, paid or volunteer, which must be carefully selected, all being as dependent for their success upon the adoption of methods of procedure which are as carefully thought out and as efficiently executed as those of any business executive.

Among these projects are student-housing of a newer and better sort, especially designed and managed to develop physical, mental, and moral strength; an effective system of undergraduate government; a comprehensive program of health maintenance, of athletics, of outdoor and indoor recreation, of a satisfying, upbuilding type of social activities with proper chaperonage; measures for interesting the students in acquiring the best attitudes and habits with reference to dress, manners, and conduct; capable vocational guidance based upon scientific measurements and tests and other reliable determinations in order to assure as far as possible entrance upon a lifework for which the student is specially fitted by heritage and training; and the development of a sincere religious spirit among the students.

These are by no means all of the fields of work in which a dean has to engage, but these deserve rather extended treatment.

CHAPTER I

SOCIAL ACTIVITIES

DEAN'S SHARE IN DETERMINING SOCIAL ACTIVITIES

Hand in hand with the program of studies should go the social program. As much care should be exercised in the making of one as in the making of the other. The aim of the program of intellectual work is to give the students the broadest acquaintance possible with learning, to cultivate enjoyment in its pursuit and discrimination in the choice of interests and activities in this field. Likewise the aim of the social program should be to give the broadest acquaintance possible with social activities, to cultivate ability to enjoy the widest possible variety of relaxations, and to learn discrimination in the choice of pleasures. If we assume the importance of making the extracurricular program serve the student in an educational way equally with the curriculum, then we shall assume the need of faculty responsibility for its organization and administration, the same as we do for the program of studies. As careful effort will be made to discover what social activities are suited to all, good for all, and therefore required by all; what ones are needed by certain individuals to round out their personalities; and to make it possible for each student to find these needed extracurricular activities by any and all means at the disposal of those charged with the guidance of students. The acquisition of social training, poise, and knowledge should be a part of the education provided for the students of any educational institution, be it high school, college, or university. Our social

program is often a matter of accident or impulse or expediency. It should be a matter of farsighted planning and organization. We must realize that, in working out the social program, more than in any other department of the college or school influence, character is formed and personality developed and given a chance for expression. The emphases of the social program tend to fix attitudes toward the various forms of social intercourse, to enrich or impoverish the scope of the individual's enjoyment in this field. There should be such varied forms of activity that no one form dominates.

Our schools of secondary and higher education quite generally have enough social activities. The trouble is that these activities are too largely determined upon and planned by persons of small experience and immature judgment. Consequently, it too often happens that affairs, which if well planned and carried out would have been delightful and satisfying, are not so. It also too often happens that students who are already too much engrossed in social life take the major part in these activities and those less forward students who need it most have little or no part in them.

Most deans are so busy that they are giving only limited attention to planning the general program of social events. With a large student group it is essential that the dean should have sufficient help so that practically the entire social program of the school can be carefully thought out and prearranged by the dean and the social director, where the school employs one. Thus only can proper weight be given to the several desirable forms of social activities which should be substituted for those partly or wholly undesirable.

It is disastrous for the dean to wait until the students have planned their own social affairs and then refuse to allow them to carry out their plans. Any dean who finds that her supervision of social affairs

has largely degenerated into a censorship of proposed activities may be sure that she is not measuring up to the social requirements of her office. She may have arrived at her present attitude in an attempt to avoid too much paternalism in this work. Some authors in discussing this field have given a good deal of bad advice upon this point. Their attitude has been, in substance, that the proper course for deans is to let the students plan their own social affairs with little or no dictation. The thought back of this policy is all right. Students should feel that they are given ample opportunity to exercise their own powers of originality, organization, and management in all extra-curricular activities, in social matters as well as in athletics and student organizations. But there is a way of bringing this about without having the situation get out of hand to the extent that unprofitable and injurious forms of social life may come to supersede practically all others and without having certain students too much and others too little engaged in the social activities. The dean or social director by having the program of social events and the affairs carefully mapped out by themselves beforehand can, then, by tactful methods, by interviews with the proper students, persuade them to do their originating, organizing, and managing in line with such mature judgment.

It is just at this point that deans have generally made their mistake. They have thought that by thus suggesting the course of social affairs they will take from the students the opportunity to exercise their powers of originating; but a moment's thought will prove this is not so. If student thought is not directed by the dean or social director it will be directed by someone else. This is a psychological matter. We may think constructively, deep and far, but the direction of our thinking is determined by some superinducing cause. If, therefore, the minds of the student leaders in social affairs are not directed by the dean or social director or other adult specially qualified, the affairs

will generally be directed by student leaders or by their immature associates in contact with the leaders. In other words, the direction of social affairs contemplated here in no wise interferes with or lessens the opportunities of students for originating, organizing, and managing social affairs.

STUDENT ACTIVITIES COMMITTEE

In order to have a well-balanced program of student activities and at the same time give the students a share in the responsibility and a chance to develop initiative in planning and managing social affairs, there should be a committee on student activities composed of faculty and students. If there is an undergraduate government association, that organization might be authorized to select the student members of the committee, or, if there is no such organization, the upper classes might each have representation in it, the members being selected by the classes themselves or appointed by the faculty members of the committee or by the principal of the school, making sure that they are selected for their ability to serve acceptably. This committee would exercise a general supervision over the extracurricular activities, including the social activities, and serve as a medium of informal conferences between the faculty and the students and between groups of students, thus prevent overlapping and interferences in dates, meeting places, and other factors in the arrangement of the various social events. This committee would have the responsibility of determining the number and kind of social events for the year and would help select the student leaders for each. Applications might be made to this committee by the different student organizations or groups for the privilege of having certain social functions, and this committee, knowing the whole field, would have the power to grant or refuse the application and make other suggestions to the organization or group and otherwise guide the social activities.

PRINCIPLES GOVERNING STUDENT SOCIAL ACTIVITIES

In discussing the question as to what are the most desirable social activities for students and the methods of conducting them, the following general principles may prove helpful:

1. No activities which would be called questionable by any large proportion of the parents or guardians of the students should be planned or encouraged.

2. Social activities, except in rare cases, should always be subordinated to the curricular work.

3. The affairs should be planned as much for the pleasure and profit of the timid and modest students as for the forward ones.

4. Those in charge should guard against having the social activities dominated by cliques or special groups.

5. Social activities which interfere with the necessary sleep, nerve relaxation, or other health maintenance requirements of the participants should not be permitted.

6. The program of social activities should be so varied and comprehensive that all types of students may find opportunities for social intercourse and relaxation in harmony with their ability to enjoy and with their need of social development or culture.

OBJECTS TO BE ATTAINED

Those charged with the responsibility of guiding the social life of the girls and young women in our schools and colleges should have as one of their aims the development of a social consciousness, an interest in others and a desire to associate with others in work and in play. This involves a definite study of the characteristics of the individual as well as of the entire group, and the companion study of the best plans and methods to use in attaining the ends sought.

The dean defines her aim for her students most sharply when she makes a final decision on what the

social activities of the institution shall be. If she has carefully considered and formulated the objectives in the education of women and has realized the important bearing the social life of the students has in determining their attitudes, their interests, their standards of life, then she will determine to guide these social activities to the highest degree of helpfulness in the attainment of her aim.

In no other phase of their school or college life do the students have so good an opportunity to develop initiative, to learn teamwork, to acquire forbearance and tact—in short, to learn to live *with* others.

Where undergraduate government¹ is in operation the dean of women has effective cooperation in this field, provided care has been exercised in organizing the social program. Under guidance there is no better help available than that found in the committee of students on social activities—but mind you, it must be wisely and tactfully guided. Neither can any program of social activities be successfully carried out unless the student groups *wants* it and cooperates heartily.

PLANNING THE SOCIAL LIFE TO MEET THE INDIVIDUAL STUDENT'S NEEDS

Needs Which Should Be Met.—As above stated, any program for social activities should be well balanced in order to provide for the all-round development of each girl and to meet her peculiar or individual needs. Its variety should make it possible for any student to find that phase of social life which appeals to her or which she most needs.

In case the dean and her assistants have early ascertained the abilities of each student in special lines they will be in a position to see that every girl is given that share in the social life in which she is most capable and which will make her able to contribute acceptably to the general program of social activities.

¹See Chap. V.

When a student's cooperation has thus been gained through using her special ability, it will be a comparatively easy matter to interest her in the further social activities which the dean wishes carried on and which are needed to round out the student social life. It should be kept in mind constantly that students may come with conscientious scruples against certain forms of social activity, and ample provision should be definitely made for such students, so that they need not feel out of the social life because it may be dominated by some form of social pleasure or amusement not to their tastes or not in keeping with their moral standards. On the other hand, some students coming from smaller towns or country districts may have provincial ideas concerning what constitutes correct forms of social activities. They will need judicious guidance into a finer, more aesthetic type of social enjoyment.

The social life of our schools should be so varied, so wholesome, so truly recreational that it becomes one of the leading agencies in every respect in promoting the happiness, health, and success of the students.

Types of Students Needing Special Consideration.—Among the rather distinct classes of students requiring special consideration in planning social programs and adaptation of method are found the unsocial, the over-social, the provincial or socially inexperienced, the sophisticated, and the neurotic.

1. *The Unsocial Girl.*—Students of this type enter our schools and sometimes complete their two-, three-, or four-year courses handicapped by some characteristics which mark them as unsocial. It may be timidity or diffidence or supersensitiveness or awkwardness or aloofness or stubbornness or lack of social training or lack of sufficient money to dress well enough to make them feel comfortable in the intimate society of their fellow students. If for any of these reasons a student is kept from full participation in student social activities the loss is not entirely her own, as many upon

first thought would be likely to conclude. The loss falls fully as much upon her fellows who, if this disability were removed, would enjoy and profit by her companionship through all the years of her school life. There is no other agency so effective in helping a student of this type as personal conferences with a tactful, sympathetic dean or adviser of women.

One adviser has successfully used a rating sheet on which desirable social characteristics are listed. The student is asked to indicate the percentage of each characteristic she thinks she possesses and, if corroboration is necessary, fellow students may also be asked to give a rating independently on a separate sheet, care being taken to keep the whole process confidential. When the foundation for this individual work has been laid by general talks to students¹, the girl's outstanding characteristics have been ascertained approximately by the rating or otherwise, and the dean or adviser has learned so far as possible the home conditions under which the girl has grown up, as well as her habits of thought and action which led to her having become unsocial, then a few personal, diplomatic, heart-to-heart talks, supplemented by the right sort of "junior sister" or similar aid of selected fellow students, or of faculty adviser or of both, will generally result in her blossoming out into a normal social life, provided there is no inherent difficulty.

This has been the author's experience many times and no doubt the experience of most who do advising. A fellow dean who has been very successful in such cases on account of her unusual sympathy for young people and quick understanding of their problems told of one such experience. Among her freshmen girls there was one, whom she called Margaret, who was plain and unattractive, with sallow complexion and straight unruly hair, who from her childhood had been conscious of her lack of charm. Through her gawky

¹See Chap. X.

teens this had developed into supersensitiveness which drove her to avoid the companionship of others and to brood over what she considered her fate. She was not what one would call ugly looking, but plain—just irredeemably plain. The dean learned these facts about her early life and made it easy for Margaret to come to her. She drew her out and found how much she wanted to be attractive and sought by other girls. She called her attention to the fact that others value us at about what we value ourselves, and encouraged her to believe that she really possessed qualities which, if cultivated, would make her attractive and sought. She brought her in contact with other girls who could see her worth and not be influenced by her plainness. Through these friendships she was induced to enter into a normal life of physical, social, and mental development. A few months after these agencies had been at work in her life, she appeared at a school social function daintily dressed, with her hair waved and loosely arranged. With her animated face and the poise that comes from a sense of equality and approval, she approached the group surrounding the dean. All were surprised at the transformation, and a guest standing near the dean exclaimed, "What a charming young woman!" Another said, "That is Margaret Knowlton. How she has improved!" After Margaret was graduated and had made her way into the hearts and comradeship of choice people, she visited this dean and in the course of conversation about her school days said, "Those helpful suggestions you gave me early in my freshman year and the friendships you helped me to make gave me the first real hope and courage I had ever had and started me on this happy life of mine." Such an experience is not an unusual one. It constitutes one of a dean's compensations.

2. *The Oversocial Girl*.—In every student group there are oversocial students. These find it hard to curb the tendency to accept every opportunity offered

to participate in extracurricular activities, and since they are the born leaders these opportunities are legion. They are the popular students. While such students may have ability to carry a heavy schedule of extracurricular obligations and still be successful in the required work, there is the possibility of strain, and they should be taught to choose carefully from the many requests for cooperation in the various student projects those which seem most worth while in themselves as well as having a real value for them. A good point system carefully operated is a help to such students, as it affords a legitimate escape from being overloaded with offices and committee work.

3. *The Provincial Girl*.—The provincial student coming from a small town or rural community, where she has had little or no opportunity for varied social contacts, is another type of student needing special study and treatment. Since the automobile and the modern women's periodicals have brought town and country so near each other this problem has been to a degree reduced, but there are still some coming to school or college who have to be helped to overcome provincial habits of speech, of dress, of manner, and of thinking. If such are teachable the unconscious influence of the new environment will work wonders in their behalf. Deans and others responsible for the character of their school environment have it in their power to make conditions which work positively in the transformation process. Such students need the help of a refined, intelligent, cultivated home life such as the modern residence hall affords. Many of the social affairs of a residence hall should be specifically planned with these students in mind. Four years of college training of the kind that develops the higher nature and inspires a sincere religious faith and culture can do much for students in this group.

4. *The Sophisticated Girl*.—A type quite the opposite of the one described above is the sophisticated

student, the one much more difficult to reach and to influence than her inexperienced fellow student. To her, life has lost the zest of newness. She thinks she has attained heights of experience and knowledge quite beyond those of even her teachers, whom she regards as rather slow and antiquated adults. Such a student represents a self-satisfied, superior-feeling, equal-to-any-emergency type. These generally are the trouble-makers, the rule-breakers, the insurgents among the students.

A very helpful writer to college students makes this strong appeal to this type. He says:

The great romance, which is the natural and precious heritage of youth, awakens and develops personal capacity as does no other experience in life . . . But all this, which means the very liberation of the soul, is not given by life to third-rate men. If your lives have lost their capacity for romance, what then? . . . If you have lost that mingled reserve and frankness, modesty and courage, which belongs to unspoiled youth, you cannot make this generous surrender (to your mate), nor know the glorious madness of a supreme passion. If you have thrust profane and unscrupulous hands into all the mysteries of life, so that everything is known, and your eyes, too old, look unabashed into every corner of the world and nothing is left in holiness and reserve, you cannot thus believe. There are men who, in these (college) days of dawning life, are willing to make any horrid experiment for the sake of a new sensation. But life's revenge on them is terrible and sure.¹

The same writer also says:

The basis of such simplicity and spontaneity of temperament is largely moral. Nothing so surely destroys it as a premature or unlawful grasping at the supreme experiences of life . . . Those who delight in life are those who have not exploited life.²

These cases need treatment more than any of the other types mentioned, but there is less hope of inspiring teachable, modest attitudes, with sincere appreciation and the adoption of the virtues of others.

¹Albert Parker Fitch, "The College Course and the Preparation for Life," p. 79.

²*Ibid.*, p. 85.

Care should be taken to place such students with girls of strong characters and high ideals who have a capacity and a desire for influencing and uplifting others. They should be helped to select schedules of studies which emphasize the effects of altruistic service and which stimulate a desire to participate in activities of this nature. Personal friendships of the right kind will do more than anything else to modify their egotism and effect the needed change.

5. *The Neurotic Girl*.—The nervous or neurotic type of student requires careful observation and treatment. Unless the dean is skilled in diagnosis it will be wiser to have the assistance of a good physician or psychiatrist in studying cases of this type. The fact that such cases are found in every student group, not always clearly defined and easy to detect, justifies the suggestion that deans make a rather thorough study of psychiatric social work, especially that activity known as "social case work," which offers suggestions for studying individual students showing evidence, to a greater or less degree, of nervous disorders leading to morbidity, social difficulties, etc.

There are some who claim that all who suffer from any type of disease of mind or body are neurotic. This theory would include a very much larger percentage of humankind than is suspected. If this is so, a thorough understanding of psychiatry and psychology would help the dean better to understand and to help all types of students. So important is the right treatment of individuals to any degree peculiar in their social behavior that schools and colleges in increasing numbers are employing specially trained psychiatrists. The psychiatrist seeks to discover and to help the individual in social difficulty, to promote a social consciousness among the individual members of a group and to improve conditions in the homes, the school, and the community through study, understanding, and necessary organization so that the environment and

the individuals living therein are in accord. Until such specialists are employed, it clearly becomes the dean's duty to fill the gap as successfully as possible.¹

SOCIAL PLEASURES, RECREATIONS, AND AMUSEMENTS REQUIRING SPECIAL SAFEGUARDS

No discussion of social activities for students would be at all adequate without reference to some phases of the subject where special watchfulness and care are needed in order to safeguard those likely to exercise little self-control or discretion, namely, moving pictures and the theatre, automobiling, and dancing. No thinking person will deny the possibility of harm in these recreations and amusements. A writer on the general subject of the play of a nation said in the course of his discussion:

It would seem that, in regard to the actual present-day recreations of the great body of our American people, the three which rank highest in respect to the numbers participating in them, namely, the dance, the movies, and the automobile, do not rank high in real recreational value while one of them has a doubtful social value, and one a wide-spread pernicious influence.²

Moving Pictures and the Theater.—How shall the good in the movies and in the theatre be utilized and their evil effects overcome? If the school is located in a small town, direct influence may be brought to bear on the management of such places of entertainment to run the best educational and popular films and plays and to eliminate the really undesirable ones. In one town in which one of our leading colleges is located the students and the faculty make up the larger part of the population. The manager of the local moving pic-

¹Mary C. Jarrett, "Value of Psychiatric Social Work," *Mental Hygiene*, 5:509, July, 1921.

²G. T. W. Patrick, "Play of a Nation, *Science Monthly*, 13: 350-62, Oct. '21.

ture concern secures the approval of the college authorities for each film he runs, knowing from experience that if he runs a film not approved he will not have the student patronage. The same result can be obtained in many other such small towns in the country and in some towns is the easiest solution of the problem of what to do concerning the evils of the movie and the theatre.

Even in a town where the school population does not dominate the situation, public sentiment may be so marshaled as to bring about the same result. By concerted effort of the churches, of women's clubs, of rotary clubs, of school authorities, and of other organizations, theatre managers may be shown that it is to their financial advantage to heed the demands of these groups to provide wholesome entertainments.

If this method cannot be used effectively in securing the exhibition of good films and plays then the school can and should install its own outfit and provide such a clean, wholesome, highly entertaining program that the students will prefer it to the local public show. An attempt should be made to guide student selection of entertainment by advising patronage of those theatres known to give clean, wholesome amusement and by discussing with the girls the elements which constitute values of this sort.

If the school has a suitable auditorium for moving pictures and dramatics the expense for an outfit for this purpose is surprisingly small; and if popular films are considered desirable for part of this program, and the rentals are relatively greater, an admission fee can be charged to cover the expense of their rental, provided there are no regulations forbidding it.

In any case, as public opinion is a strong factor in determining what is popular or unpopular, every effort should be made to popularize the type of picture and of play that is clean, wholesome, and good entertainment. The dean herself through first-hand experience or through reliable sources of information should

become acquainted with pictures and plays in order that her suggestions and advice, which should be positive rather than negative, may have weight. The carefully selected lists of the National Board of Review of motion pictures will be found helpful. It is better to advise students to see or hear rather than to forbid their patronizing an entertainment. Negation seems to work by the rule of contrary. Human nature seems inclined to want to do what is forbidden.

Automobiling.—The problem arising in connection with automobiling can probably better be solved by the application of certain fundamental considerations:

1. It is safe to say that the majority of cases to be dealt with are with those of boys and girls still in their teens.

2. That, in view of this fact, the administrative officers of the schools should act the part of advisers, as parents would in similar circumstances.

3. That any regulations governing this matter of automobiling with men should be based upon whether or not the parents of the young woman are acquainted with the young man in the case and approve the practice.

4. That when the parents' knowledge and consent cannot be made the basis of determination, the privilege should be granted only under the following conditions: either that the young man is sufficiently and favorably known so that the officer charged with granting the permission feels sure of the safety of the young woman under the unusual absence of restraints or safeguards incident to such rides; or that the party should consist of a sufficient number of people of sufficient reliability to insure the safety of all; or that the couple or party be properly chaperoned.

With such a code of principles generally understood the young people will be able to enjoy this exhilarating recreation without the irksomeness of undue restraint.

Dancing.—A recent writer on student social life said: "All paths of social life lead to the dance floor, a fact that is true of society off the campus as well as on it."

If there were no other reasons for objecting to dancing as a social activity the mere fact of its monopolizing the program would be a strong argument against it. Any form of social amusement unduly indulged in prevents growth and development in every other direction, and it should be made less prominent as a social activity. With such a wealth of amusements and recreations to choose from there is no excuse for permitting our students thus to limit their capacity for enjoyment to one form of amusement.

That more ingenuity, initiative, and time are required to arrange other types of social activities should not be accepted as decisive or final. There is too vital an issue at stake. All thoughtful adults recognize the serious problems connected with dancing but fail to take the necessary firm hand in curbing the extent of its hold upon young people.

It makes inroads not only upon the health but even more upon the morals and scholastic attainments of the students when indulged in to excess. A well-known writer recently said concerning it:

Between man and what he hopes to accomplish in either work or play may intervene a third element—dissipation. When the word is used, do not imagine that mere insane physical habits are meant: they are bad enough, and the ruin they cause is only too obvious: but dissipation in any aspect of life means the same thing, wasting one's capital stock. . . .

Nature never forgives: the word forgiveness is not written in her vocabulary. If you spend the capital of physical health you go into some degree of physical bankruptcy. If you waste the capital of mental, emotional, or moral health, in the same way you invite bankruptcy.¹

It has been said by one careful student of social problems that:

¹Edward Howard Griggs, "The Use of the Margin," p. 45.

The first and almost controlling consideration in regard to dancing in schools supported by public money is the fact that a great number of parents and tax-payers of high character, principle, and influence seriously object to it. They are to be found in all walks of life and, more or less, in all religious and other organizations maintained to keep the standards of civilization high. The largest protestant denomination with eight million members and about seventeen million communicants, as well as a number of smaller ones, positively disapproves dancing; and millions of individuals in other denominations and of no denomination at all have carefully guarded their children against what they believe to be the injurious effects of this amusement up to the time they leave home and come under the care of the faculties of our higher educational institutions. The administrative officers and faculties of these institutions are in duty bound to respect the beliefs and wishes of this great body of intelligent, thoughtful, high-minded parents and guardians. To do otherwise would be to compromise the trust reposed in them when they were chosen to act the part of adviser to these young people in place of their parents.

When even as great and salutary a thing as the reading of the Bible in our public educational institutions was dropped and its good effects lost to the process of education because a single denomination consisting of a much smaller number of individuals objected to it, it must be apparent to every administrative officer and to every member of the faculties of our public educational institutions that this questionable amusement must likewise either be wholly debarred from the list of permitted amusements or so far restricted that it shall at no time become a temptation to those carefully trained young people, and so dealt with that these choice young men and young women shall never feel while in attendance at these institutions that they are peculiar or puritanical or out of the social life of the student body or not in line for the highest honors and positions in the institution itself and in the various student groups, because they choose not to attend dances and because they do not approve of others doing so.

It is plain that, with the great body of parents above indicated adverse to having their young people dance, the teaching of social dancing should not be fostered by the institution itself. It certainly cannot consistently be done by the institutions which for the reason above indicated refrain from teaching the Bible and religious truths.

The wishes of these millions of parents, although not organized for the purpose of having dancing eliminated from our

educational institutions, and although not bringing concerted pressure to bear to mold the opinion and determine the action of those in authority in such institutions upon this question, are just as worthy of consideration by such officers.

An eastern dean in a paper read before one of the sections of the National Association of Deans of Women, February, 1921, gives a very good statement of the moderate view taken by many on this question of dancing. She says:

As a means of organized recreation, it (dancing) possesses the further advantage of being easily acquired; of being relatively inexpensive; of being an easy way of entertaining large numbers, by allowing them to entertain themselves; and of such nature that it can be easily supervised.

On the other hand, social dancing, at its worst, contains many elements which appeal to and encourage the perversity of human nature. The sensuous features of modern dancing too often lead to what one of my correspondents called "outrageous license." If this term is too strong a statement, the most of us will agree that the sensuous appeal has a tendency to lower moral standards. Much of the modern dance music, to say the least, is not good and it reacts unfavorably upon a refined and musical taste. There is a serious difficulty in controlling the type of men who attend, even when the dances are held in school and college halls. Certain women students receive too much attention from the men and "their heads are turned" in consequence. Undesirable social contacts are often made, and these are not at all in the interests of ideal democracy in school life. Some of the other abuses and indiscretions of social dancing are late hours, exposure in light clothing, nervous excitement and physical exhaustion, sometimes leading to permanent injury to health.

If carried to excess, dancing seems to have the power to disqualify its devotees for all other amusements, thus excluding many forms of recreation which, if they become habitual, are of great value in later life.¹

These experts have no doubt presented the aspect of the matter which applies to our schools. We will agree

¹Mrs. Agnes C. Blake, Former Dean of Women, State Normal School, Salem, Mass., "Standards in Recreation."

that, as between the young man or woman who devotes his or her leisure time during school days wholly or largely to more profitable recreations, and the one devoting his or her leisure time wholly or largely to dancing or in anticipation of or in recovering from dancing, there is little doubt as to which is best prepared for life or which will live most richly.

By eliminating vulgar, immodest, freakish dances, by insisting on proper position in dancing, by refusing to permit excessively late hours, by regulating the type of evening dress worn, by excluding from the dance floor those not conforming to the standards set, by securing the cooperation of parents and faculty in setting the standards and in securing their observance, by eliminating the grotesque, noisy, peculiarly accented jazz and substituting high-class dance music, and above all by persistently, tactfully, conscientiously teaching our young people the truth about themselves in all their relationships and giving them the best ethical standards and stimulating high endeavor on their part to become their best selves, a beginning will be made in solving this serious problem.

In an article on jazz, which appeared in the *Atlantic Monthly* not so long ago, the writer incidentally referring to dancing says:

Whoever wishes to reform the dance must break the grip that clutches partner against partner, in shuffling, wriggling ambulation. Abolish the comparative intimacy of that twofold company; make room for the benign third party that turns company into crowd; devise a dance in which there is general participation, as there was in the quadrille, the figure dances, the milder forms of country reels, and you will not only improve the tone of public amusements, but possibly you may open a way for dance music to resume a swifter, ampler, and more sweeping gait, instead of the repeated, jogging, stubborn motives which lead to stupid, short, reiterated movements.¹

¹Carl Engel, "Jazz: A Musical Discussion," *Atlantic Monthly*, 130: 182, Aug. 1922.

No practical administrative officer in any school can expect in a moment to reform a practice which has been permitted to develop for years and is thoroughly entrenched, but by studying ways of making the unobjectionable recreations and amusements equally enjoyable and tactfully substituting them for dancing, our schools can gradually bring into the social life of the students a better balanced social program.

SOCIAL DIRECTOR

Fortunate is the school or college and the dean of that institution if it has a regularly employed, especially qualified and prepared social director whose full time is devoted to devising, arranging for, and carrying out an ample and satisfying program of social activities.

The work of the social director varies in different institutions. In a few cases she is called an assistant dean in charge of the social activities of the women of the entire institution, but more commonly she is in charge of social activities of a single residence hall, or, at most, of a limited part of the social activities of the institution.

The person who is to fill this important position should be chosen most carefully, as her work is so valuable and far reaching in determining the social attitudes and habits of students.

Activities of the Social Director.—A tentative analysis of the work and qualifications for the social director has been prepared in which the system of standardized abbreviations and symbols adopted for all the tabulations in the book is used. All of the activities given for the social director are repeated under the activities of the dean, as in many schools and colleges the dean has to perform the duties of a social director as well as those belonging distinctively to her position.

ACTIVITIES OF THE SOCIAL DIRECTOR							
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	1. At matriculation to secure from each student a registration or general information card stating among other things her social aptitudes and accomplishments and her special community interests in order that she may have every assistance in carrying forward such interests successfully.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	2. To make up the social program including a varied list of social functions; the social features of the athletic sports; outdoor and indoor recreations and amusements so far as any of these fall within the sphere of her operations. The social program should be constructed from events proposed by the girls and from other sources, far enough in advance so that the best possible arrangements for their success can be made.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To supervise the planning and carrying through of these various social events.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. To see that the events are so conducted that all the girls or young women are given the part best calculated to benefit them and that the work is so distributed that it gives the backward and retiring girls the social training and pleasures they need and does not let the burden of preparation rest upon the few forward, competent girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. To supervise the procuring of all material, equipment, and accessories for the various events in ample time for use.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. To supervise the preservation, return, or storage of all material, equipment, and accessories used in the various events.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		7. To supervise and synchronize the house social activities of the residence halls and off-campus houses.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		8. To foster the organization and, either personally or in cooperation with the instructors or heads of the various departments, supervise the development and management of botany, geology, zoology, and other nature study clubs, societies, and other activities of value to the girls.
S	H		<input type="checkbox"/>	o	O		9. To foster the organization and, either personally or in cooperation with the physical director, if any, or the proper instructors, supervise the development and management of dramatic, folk dance, and other amateur entertainment clubs, societies, and activities.
S	H		<input type="checkbox"/>	o	O		10. To foster the organization and, either personally or in cooperation with the musical director, if any, supervise the development and management of girls' orchestras, glee clubs, singing, and other musical clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	11. To plan to utilize the many student organizations, such as dramatic clubs, glee clubs, orchestras and other music clubs, athletic associations, fraternities, sororities, etc., which are in position to contribute toward enriching the social life and thus insure the resultant contentment of the students.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		12. To take active interest in music, art, and similar community enterprises and give utmost encouragement and support to movements which will bring to the community and within reach of the girls, men and women who are leaders in national and world affairs, music, art, literature, science, religion, household arts, public welfare, industry, exploration, invention, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. To keep track of coming events in the community, such as certain conventions, national or regional, meetings of certain societies, interesting lectures, large musical or similar gatherings, which would be well worth while for the young women, or certain groups of them, to attend and make the necessary arrangements for such attendance.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		14. To invite prominent citizens who can speak interestingly and to the point to address the girls on topics of mutual community and school interest.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		15. To arrange with community authorities and operators of theatres and other places of amusement which the girls may wish to patronize, to have such places safe for the girls and to present only wholesome films and plays.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		16. To cooperate with the Young Women's Christian Association or other religious associations, girl scouts, camp fire girls, and other organizations of similar character, if any, in their programs of welfare work for girls and young women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		17. Where the school's policy does not prohibit it, and there is no better place, to center in the school building unobjectionable activities to which the neighborhood families may be invited and which are calculated to aid in the physical, mental, social, and moral up-building of the girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18. To teach the girls proper behavior everywhere.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		19. To arrange for formal teas, etc., for the students of the several residence halls or boarding halls so that the girls may have demonstrations of correct manners for such occasions.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		20. To cooperate with the dean in arranging with certain women of refinement in town to entertain all the girls or selected groups in formal fashion once or twice a year either in churches or other public centers, or in their homes in order that all the girls may have an opportunity, at least once a year, to learn by experience what is proper behavior at such functions.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		21. To supervise the girls' indoor games, amusements, and entertainments personally or in conjunction with the physical director or other member of the staff employed for that purpose, if any.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	22. To chaperon the girls at school functions or supervise the chaperoning where other chaperons are provided.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	23. To develop the girls' powers of self-expression in extracurricular activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	24. To develop the girls' qualities of leadership.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	25. To teach the girls democracy, tolerance, and avoidance of snobbishness and the "clique" spirit.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	26. To teach the girls the care of hair, teeth, nails, and skin, warning them regarding the wrong use of cosmetics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	27. To teach the girls how to dress becomingly.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	28. To teach the girls correct postures in sitting, standing, walking, etc., personally or in cooperation with the physical director, school medical adviser, or physician, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		29. To arrange where possible to have the girls participate as members or assistants in those community activities offering special opportunities for them to learn how such activities are conducted and to learn, at first hand, the needs which call into being such activities, as, for example, public play grounds, immigrant, welfare, charitable, and similar activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		30. To arrange for groups of girls interested in the various civic, commercial and industrial problems to visit the business centers, offices and plants under expert guidance that they may learn first hand the actual conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		31. To arrange for groups of girls who will be specially profited thereby to make excursions under expert guidance to worthwhile centers of population and points of peculiar, natural or historical interest within convenient reach of the school.

MINIMUM QUALIFICATIONS

1. Age:

Not too far removed from her own student life.

2. Education:

Full secondary school education or its equivalent.

Special courses or their equivalents:

The art of entertaining, one year.

Dramatics and expression, one year.

3. Experience:

Counselor of girls, girl scout work, or similar leadership of girls, one year.

Leadership in church or other work bringing into play the powers necessary for successful planning and conducting of entertainments, two years.

Thorough knowledge of and experience in the social conventions, amusements, recreations, and affairs in which she must be the leader.

4. Personal appearance, voice, health and habits:

Carriage erect and active.

Manners unexceptionable.

Hair, face, teeth, and nails scrupulously well kept.

Dress becoming, attractive, modern, not freakish nor conspicuous.

Voice well modulated, distinct, with correct enunciation and pronunciation, and with good carrying qualities, making it possible for her to preside and speak so as to be heard in large or small gatherings.

Health above the average (rated B or higher).

Habits above criticism.

5. Mental traits—at least above the average in:

Absorbing optimism and helpful disposition with capability to inspire these characteristics in others.

Accuracy.

Activity.

Affability, cordiality, courtesy, and sociability.

Attention, alertness.
Artistic ability.
Attractiveness.
Broad-mindedness, charitableness, and generosity.
Business ability.
Carefulness.
Cheerfulness and humor.
Cleanliness and neatness.
Conscientiousness.
Constraint.
Cooperation, adjustability, and helpfulness.
Culture.
Dependableness.
Diligence.
Discretion and sagacity.
Domesticity, mothering instinct, and love.
Earnestness.
Enthusiasm.
Firmness.
Foresight.
Frankness, good nature.
High-mindedness, honor, and sincerity.
Hopefulness.
Imagination, resourcefulness, originality, and inventiveness.
Imitateness.
Initiative.
Inspiration and magnetism.
Judgment, knowingness and tact, intuitiveness and intelligence.
Loyalty.
Memory.
Leadership.
Modesty.
Observation.
Orderliness.
Perseverance.
Persuasiveness.
Patience.
Receptivity.
Religiousness.
Responsiveness.
Reason.
Self-control.
Skill.
Strong personality.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

6. Further education:

Complete college course, or its equivalent.

Special courses or their equivalent:

Psychology	}	one-year course in each, having special bearing on student management prob- lems.
Sociology		
Economics		
Civics		

Music, including singing and leading in singing.

Present-day educational ideals and accomplishments.

7. Further experience:

Teaching dramatics or expression, one year.

School administrative position, one year or its equivalent.

CHAPTER II

CHAPERONAGE

INTERDEPENDENCE OF YOUTH AND MATURITY

Never in the history of the world have youth and maturity been able to live without each other. Youth needs the riper experience and judgment of the mature to save it from the consequences of its lack of both, while maturity needs the optimism, fearlessness, and buoyancy of youth to counteract its growing conservatism and unprogressiveness. There is apparently an increasing tendency on the part of youth to fail to recognize this mutual dependence. For a long time girls have been acquiring an ever-enlarging freedom both from supervision and from obedience to restricting customs.

AGENCIES WHICH HAVE TENDED TO INTERFERE WITH THIS INTERDEPENDENCE

Possibly these tendencies toward unguided laxity in manners, habits of thought and action, and standards, including among them many of the so-called "vices" of men, have been the result of several agencies which have been at work in the past few years. Among these are the war, the new freedom for women, the public press, moving pictures, the irresponsibility of parents, etc.

Independence of Women Increased by the War and by Suffrage.—The war, causing a shortage of men in the field of industry, opened doors of work that had previously been closed to women. It was then found that they could run machines, and do as creditable a day's work as their brothers. The granting of full

suffrage with the consequent opening of ways to political activity gave further impetus to the spirit of daring and independence which the war initiated.

Independence of Women Increased by the Press.—The public press, in its emphasis upon the results of this new freedom upon some young women, has helped to make the unpleasant and unfortunate aspects in the change seem to apply generally to all young women. This has tended to make many young girls and women think that in order to be progressive and up to date they must assert their independence of the rules and conventions governing womenkind in the preceding generations and express this new independence in rather heedless ways. Much of this revolt against conventions will probably lead to better, more necessary and sensible ones.

Independence of Women Increased by Moving Pictures.—Moving pictures also stress this type of independence of conventions. When one realizes the molding influence which these exert, it is easy to understand their effect in stimulating the girl's declaration of independence of social laws and conventions.

Irresponsibility of Parents.—Parents in many instances are weakly yielding to the force of circumstances instead of bestirring themselves to make home and community life what it should be to safeguard their children. They are choosing the *laissez faire* method, which may be the easiest way, but the result, for the moment, at least, is a lowering of the moral standards of girls in certain directions.

THE DEAN IN EXCELLENT POSITION TO COUNTERACT THESE AGENCIES

Since all these and other agencies are working positively against the preservation of high standards of social intercourse, it becomes the duty of the dean, who probably sees the problem in all its aspects more

clearly than anyone else, to give serious study to the present-day needs of our young people, and to point out to them the possibilities for finer modes of social self-expression. One reason why she can do this better than others is that she better understands the principles underlying social relations, having specialized in this particular field. Also, from her experience with large numbers of young people, she understands their needs, attitudes, and aspirations as no one else is likely to do.

All of these various agencies have tended to lessen that indispensable feeling on the part of young people that they can rely upon the better judgment of their parents and other adult advisers. The result is that, at a time when they need such guidance and assistance the most, they are seeking it the least.

To meet this situation, adults, and deans especially, should use their maturer judgment and experience to evolve a plan for reestablishing among young people confidence in adult judgment and advice, and willingness to profit by it. This is a job of no mean proportions and requires a widespread movement to accomplish it. Since there is no body of individuals better qualified to do it or better related to the problem than deans, it is therefore squarely their problem.

CHAPERONAGE AS A SAFEGUARD IS PASSING

One way that the dean has attempted to solve this problem has been by a system of chaperonage. In America this has never been carried to the length that it has in European and other foreign countries. There is evidence that even this comparatively mild American form of chaperonage must be still further modified.

Already society allows almost complete freedom from this convention in horseback riding, automobiling, boating, attendance upon many forms of public entertainment, and on other occasions when young people are far removed from adult watchcare.

Two writers, both men, have given expression of their observations, experiences, and feelings on the subject of the modern young women. The first, with much experience as dean of men, after an evening at a social function with his wife who was one of the chaperone says:¹

I was not especially annoyed. I was not even surprised. I realized fully that the chaperon had passed: She was a back-number, she had gone out with the war, she now belonged to another generation, like the horse and the tablecloth and the pickle-caster. I accepted the situation and early in the evening stole quietly home.

He further says:

I am not one who thinks that the passing of the chaperon marks a distinct moral decline. Our young people have less reserve than they once had: they conceal less that is physical and mental than they once did. They lay quite bare, in fact, without batting an eyelash, what they are and think and feel; but I cannot see that this has affected their morality in any way.

Nor do I fear for the safety of the unchaperoned young woman in society. It is not a question of protecting her from evil or from assault. The modern young woman knows the ways of the world. She is self-reliant and resourceful, she still has ideals and principles of her own, in spite of her scanty clothing, her bobbed hair, and her rouged cheeks; and she is quite able to look after her social affairs. If she were not, I still have faith enough in men to think that the days of gallantry are not yet quite passed, and that if the girl were not wise enough to take care of herself, the average young man would still do it for her.

It is not because the girl is unsafe, or because she is less modest, that I am sorry to see the passing of the chaperon, it is because she is a little less refined. Going to a dance now is like eating at a lunch counter, where the food may be as varied and as savory as at a well-ordered and carefully served dinner, but where there are lacking the little refinements of napery and cutlery, and the little touches and attentions which mean quite as much as the food itself.

The unchaperoned girl gives an impression of strength and independence, it is true, but she seems cruder, less polished. Her

¹Thomas Arkle Clark, "The Passing of the Chaperon," *Atlantic Monthly*, 129: 516-19, Apr., 1922.

laugh is louder than it used to be. She lacks a certain graciousness, an appealing finesse and poise which characterized her older sister. She is not quite a lady, as we were once wont to define the term. She has gained something perhaps, but at the same time she has lost something. And I am sorry.

The second has been a voluminous writer on adolescence. He confesses himself somewhat at sea in trying to analyze the young woman of today, but finally rates her as decidedly different from the girl of yesterday. He says in describing the change in her and in accounting for it:

If any or all of the above seems extravagant, let the reader remember that I am writing so far only for the *novissima* variety of the species, which fairly burst upon the world like an insect suddenly breaking from its cocoon in full imago form; so that she is more or less a product of movies, the auto, woman suffrage, and, especially, of the war. During the latter she completed her emancipation from the chaperon, and it became good patriotic form to address, give flaglets, badges, and dainties to young men in the street and, perhaps, sometimes, to strike up acquaintance with them if they were in uniform. Her manners have grown a bit free-and-easy, and every vestige of certain old restraints is gone. In school she treats her male classmates almost as if sex differences did not exist. Toward him she may sometimes even seem almost aggressive. She goes to shows and walks with him evenings, and in school corridors may pat him familiarly on the back, hold him by the lapel, and elbow him in a familiar and even *de-haut-en-bas* way, her teachers tell us; and they add that there is hardly a girl in the high school who does not have face-powder, comb, mirror, and perhaps rouge in her locker for use between sessions. . . . Never since civilization began has the girl in the early teens seemed so self-sufficient and sure of herself, or made such a break with the rigid traditions of propriety and convention which have hedged her in. From this, too, it follows that the tension which always exists between mothers and daughters has greatly increased, and there now sometimes seems to be almost a chasm between successive generations. . . . Let us hope that she is really more innocent and healthier in mind and body because she now knows and does earlier so much that was admissible only later, if at all. . . .

The new liberties she takes with life are contagious, and make us wonder anew whether we have not been servile to precedent, and slaves to institutions that need to be refitted to human

nature, and whether the flapper may not, after all, be the bud of a new and better womanhood.¹

METHODS OF BUILDING UP MORALS OF YOUNG PEOPLE

The dean will therefore proceed to solve this problem with the knowledge that chaperoning must hereafter decrease. A new agency must be developed to take its place, if the purpose of maintaining and elevating the standards of our young people is to be realized. The strengthening of the student's moral fiber and imparting to her the knowledge of essentials in life, if it can be brought about, seems to be the best method of securing this result. This does not mean that chaperonage and the observance of other social conventions should fail to receive due attention in the training process of students. It would be a sad day for both youth and adults for the diversions of youth to be entirely divorced from adult sharing. So long as time endures, definite effort should be continued to bring about cooperation between the youth and the adult during the process of youth's growing up. It is taken for granted that this is necessary in the physical matters of shelter, food, and clothing. Why not in the intellectual and social phases of his development? Fathers, mothers, teachers, and other adults concerned in the well-rounded growth of boys and girls will still have the responsibility and have to insist on sharing and safeguarding all phases of their lives until they have proved their ability to take care of themselves or until they, in turn, have become adults.

The method by which the dean may develop the stronger moral qualities will be discussed in part in Chapter III, "Right Student Spirit and Attitude," and will be still further considered in Chapter X, "Talks to Girls," but the following specific suggestions are offered.

¹G. Stanley Hall, "The Flapper Americana Novissima," *Atlantic Monthly*, 129:771, June, 1922.

More Universal Employment of Deans.—The deans throughout the country, either through the National Association of Deans or otherwise, should advance the movement for the employment of deans of girls in every secondary school and in every institution for higher education having fifty or more girls in attendance, in order that every girl as far as possible may come under a dean's influence during these determinative years.

Cooperation of Deans in Making More Persuasive Appeals to Their Girls.—By some concerted action the deans should give to their fellow deans year by year their best "Talks to Girls" and any other mass appeals which they have been able to produce bearing upon this matter of stronger moral qualities, in order that everywhere, in both secondary and higher schools, the girls may receive the best help the deans collectively can give in order to develop the strongest moral stamina possible.

Foster Similar Upbuilding Work Among the Boys.—By the same or similar movement, the deans should bring influence to bear through the Department of Superintendents of the National Education Association, or other agency, upon those in charge of the boys in both secondary and higher education to undertake a similar work of moral upbuilding for them, in order that the growth of the girls in moral strength shall be paralleled by a similar strengthening of the boys.

Secure the Parent's Cooperation in the Movement.—By a proper appeal to parents, the deans should enlist them in the movement, and by some far-reaching plan furnish them with definite suggestions as to how to cooperate with the deans in producing the higher type of honor, uprightness, and dependableness in the young people. In secondary schools it is easy to bring the homes and the school nearer each other and to create better understanding and cooperation through the organization of a branch of the Na-

tional Congress of Parents and Teachers. The problems of each can thus be presented at the meetings and their solution jointly worked out.

Secure the Cooperation of the Churches in the Movement.—By a similar appeal to the churches of all denominations and beliefs the deans should align them in the movement so that this greatest of moral agencies may be enlisted in the work. Deans should undertake to exert active influence upon the young people under their charge to bring about a greater respect for and pride in the churches and a greater regularity in their attendance upon and participation in the various church services and activities during these years when the moral strength of the young people is most severely tried, and when, therefore, most of the moral breakdown takes place, which is responsible for the peculiar dangers to young people referred to in the first part of Chapter XIX, "Professional Status of Deans."

Training Regarding Vices and Virtues Should be More Specific.—Specific and widespread training should be carried on among the young people with reference to vices and virtues and a finer distinction made as to what is right and wrong. There is a great difference between a set of "rules of conduct" which girls are told they must observe, and information acceptably imparted to them regarding the specific things in thought and conduct which in our social order are classed as more or less vicious and harmful and therefore condemned and the specific things which society considers more or less virtuous and are therefore approved.

In order that those charged with the training of girls and young women may have a more complete statement than now exists of what are considered vices and near vices, virtues and near virtues by society, lists have been prepared. These with suggestions for their use are found in the following chapter.

CHAPTER III

RIGHT STUDENT SPIRIT AND ATTITUDE (RELIGIOUS)

WHY DISCUSSION OF THIS IS JUSTIFIED

Aside from a negligible fraction of atheistic and other so-called liberal individuals, practically the entire body of parents of all phases of religious belief desire above almost all other things that their girls shall finish their schooldays and enter life sincerely religious and thoroughly grounded in religious convictions. This is generally true, even though the parents are not themselves religious.

It must be understood, however, that the "religion" referred to here is not that narrow, bigoted sort which repels people and to which exception is so often taken. Nor is it the long-faced; joy-killing sort which some profess but do not live; but it is that wholesome, happy, soul-satisfying, life-giving religion which makes the individual buoyant, capable, inspiring, and a blessing to those who know her.

With the surrender of much of religious teaching in the home because of the inroads of modern influences, there has arisen a greater need for the systematic development of a type of religious life in the young people that is real and convincing and that establishes guiding principles and standards of belief and life in accord with the golden rule. Much careful study is being given this problem, especially along the line of what exactly shall characterize the best method and the necessary subject matter to give the resultant religious convictions and types of living so earnestly desired. One authority, who is a most careful student

of the tendencies among young people, in a series of articles¹ which appeared in one of the popular periodicals, points out in one of them the need of giving careful thought to the selection of standards and of a principle to follow in working to inculcate them. His statement is so helpful and so worth our consideration that he is quoted as follows:

Think of the words which our generation's attitudes naturally suggest and they are all words of action—aggressive, progressive, dynamic, vigorous—such words are applicable to our time. But who, describing our modernity, would ever think of words like these—poise, balance, peace, steadfastness, stability? Yet anyone who knows either biography or history knows that one of the primary tests of character is the ability to increase staunchness as you extend strain. Man's life is like a tree. Branches demand roots; every increase in the superstructure, giving purchase for the wind to get hold upon, requires a new grip on the steadfast earth.

It is a matter of common experience, however, that even in our sectarian schools, and markedly in our municipal and state-supported schools, the agencies for building up this type of religious life are fewer and generally less effective now than heretofore.

CAUSE OF LESSENED RELIGIOUS INFLUENCES UPON STUDENTS

One of the chief causes of this has probably been an unconscious influence emanating from the agitation over reading or teaching the Bible in the common schools. One writer upon the subject says:

Our public system is built upon the principle of the separation of Church and State. It has appeared to be a corollary of that principle that no sort of religious instruction should be given under state or federal auspices. We have today, all through the Middle West, the truly amazing sight of a system

¹Harry Emerson Fosdick, "Twelve Tests of Character—Long Ropes and Short Stakes," *Ladies Home Journal*, 40:29, Feb., 1923.

of education which, from the kindergarten to the graduate school, cultivates everything in the individual except his spirit, and, to a large extent, ignores that portion of the personality where ideals are formed, convictions originate, and motives take their rise. But here in the East, where our secular school system has been tried out longer, it is significant to see how the sense of the community is endeavoring, by means of private enterprise, to supplement its spiritual impoverishment. On the one hand, we have the parochial schools of the Roman Catholic communion, maintained by taxpayers who are already supporting the public school system, for the express purpose of insuring that religion and scholarship shall not be dissociated for their children. On the other hand, we have, in Protestant communities, the rapid increase in the expensive private fitting school, one of whose chief reasons for commending itself to the public is that it offers religious instruction and church privileges, together with secular learning; and this school also is supported by those who are already paying for the public instruction of their children by the State. One sometimes wonders what is to be the future of the public school in these Eastern States, with the best elements of both the Catholic and the Protestant communities steadily being withdrawn from it. Under such circumstances, it cannot continue to be the nursery of American democracy that it once was. Certainly, this withdrawal indicates, among other things, the conviction on the part of mature men and women that the education of the spirit is at least as valuable as the training of the body and the mind.¹

Many teachers, instructors, and administrative officers in our schools of higher education have earlier been teachers in our public schools and have gone through that schooling in repression of any desire to develop a true religious life in their pupils, as required by the statutes, until, upon reaching a position in an institution where such repression is no longer necessary, they refrain from following this desire through these habits established earlier. So far as this applies to the work of deans it is especially unfortunate and should be corrected as soon as a possible way can be found.

¹Albert Parker Fitch, "The College Course and the Preparation for life," p. 149.

MUCH MORE RELIGIOUS INFLUENCE CAN BE EXERTED
WITHOUT GIVING OFFENSE

No doubt there will be deans who read this who realize that the development of a real religious life in their girls has had very little of their attention as compared with other matters of less importance. So important is this matter that it is quite justifiable to discover by some careful study whether the development of the spiritual and moral life of a girl is one that must be wholly neglected or only given slight attention, or whether there may not be found a way to render this inestimable service of guiding her into a richer fuller life. This is another of those matters of which it may be truly said "he can who thinks he can."

YOUNG PEOPLE GENERALLY ARE INSTINCTIVELY
RELIGIOUS

It is an unfortunate thing that so many deans are required to give so much of their thought and attention to the girls' delinquencies and to matters of discipline. It has the same unconscious effect upon them that reading a disproportionate part of the history of the lives and habits of the people from the criminal columns of newspapers has upon the average citizen. He comes to believe that the people and the times are much worse than they really are. So deans come to doubt the general possession by every girl of deep-seated virtues, of moral sense, and of religion, and the treatment of her and of her little delinquencies is consequently sometimes very unsympathetic and even unjust. An abiding faith that in practically every girl she will find a substantial foundation of virtue and real religion, if she but seek it, will make the dean's work much more helpful and permanent. A recent writer with long experience with college young people says:

Indeed, the great religious leaders of the race have been, for the most part, young men: and the greatest of them died a

youth of thirty-three. It is a silly prejudice, therefore, which conceives of the college student as irreligious, and such a conception is the reverse of the truth. *Nearly all youth are instinctively and profoundly religious. . . .* The capacity for religious experience—more than that, what we may call the spiritual sense—is very rarely absent from normal young men and women. . . . When a man, therefore, is talking on religion there is no one from whom he could be more sure of a sympathetic and interested hearing and a large measure of common understanding than the undergraduate.¹

In a report issued recently by the American Association on Religion, 31 Nassau Street, New York, and the Council of Church Boards of Education, 111 Fifth Avenue, New York, it was stated that of 100 state universities and colleges listed in a canvass made to ascertain the religious affiliation of their students, there were found to be 145,338 confessed church members in a total enrolment of 180,676. There were 35,337 students who gave no church preference and no information as to their religious affiliation. These figures are for 1926-27. These findings corroborate what Dr. Fitch has found true of the undergraduates' attitude toward religious matters.

STUDENT WRONGDOING DUE LARGELY TO BLIND WRESTLINGS WITH NEW FORCES

Adults should guard against judging the questionable acts of young people by adult standards. Every young man and woman passes through a period when their strongest motives arise from entirely unknown or at best little-understood desires and propensities. They think and act under the impulse of these desires and propensities in ways that may seem to adults to be blameworthy or even vicious when, in fact, there may be no reason for imputing wrongdoing to them. One educational writer makes this statement regarding this fact:

¹*Ibid*, p. 90.

One should never forget, in dealing with the moral problems of the undergraduate, that they are the problems of one who still moves about in worlds not realized. The one thing, therefore, which he has a right to expect of us, when we approach him in this field of his experience, is sympathy, faith, and comradeship, and not so much the imposing of sententious wisdom as the imparting of moral power. Nor should one ever forget, either, that the very conditions of academic life, which conditions we older men determine and perpetuate, and to which we invite and introduce the youth, are not entirely favorable to the best self-development. For all the indubitable ethical idealism of every college community, it nevertheless remains true that there is a terribly inhuman side to scholastic life. Many brilliant scholars and teachers appear to youth to be compounds of fire and ice, glowing minds, but frigid souls! There is a sort of pagan and unmoral sense which sometimes accompanies, and appears to be fostered by, large intellectual powers and achievements. The brutal selfishness of the pupil is, not infrequently, quite equaled by the frank indifference and self-absorption of his instructor. Who that lives in academic communities is not often moved to amazement at the sublime disregard which, with no offer of friendly hospitality and no provision of more decent social opportunity, permits youth, night after night, to frequent the cheap musical shows, with their open incitement to vulgarity and lust! It is true that a boy must fight his own battles and that only a sentimentalist would desire to fight them for him. It is true that no one can carry boys through adolescence to manhood in perambulators and that no decent boy would endure the experiment. But it is also true that when older men, who have come through the struggle and won their place, proceed to ignore the ever-continuing battle, and to declare its present issues no concern of theirs, they thereby show themselves something less than normal human beings. Youth is quick to perceive that such an irresponsible attitude toward the moral issues of life argues a certain human skepticism in him who holds it. They often, if unjustly, attribute it to failure in the past and cynical indifference as to the future.

It is, then, demanded of us also, by our very humanity, that we live close to these ethical struggles of our younger brothers of the race. For in this moral world of youth, with what immeasurable human values, with what capacity for effort and suffering, do we deal! Does it not make one's very heart stand still to reflect that within reach of us and all about us, in each day of the long college year, there must be young men who are putting forth their desperate, somber, half-mechanical efforts

to hold these mounting, leaping passions until the darkness and the helplessness shall lessen, and something or someone shall give them peace? Truly, George Eliot was right, and expresses the natural attitude honest men take toward the ethical problems of their younger brothers, when she said: "Surely, surely, the only true knowledge of our fellow men is that which enables us to feel with them. Our subtlest analysis must miss the essential truth unless it be lit up by that love which sees in all forms of human thought and work the life and death struggles of separate human beings."¹

In all such cases the young people are entitled to as full knowledge of the underlying facts as we their instructors and advisers can give them; and until we are *certain* that the boy or girl fully understands these desires and propensities we should be very careful of our criticism and err, if at all, in overmuch sympathy and a determined spirit of helpfulness.

An educational authority commenting on this same subject has said:

Another feature (of our public education) has been the persistent decline in the use of the Bible and in all forms of religious activity or influence. This decline is due in part to the growing belief in the separation of church and state; to the growing belief that the public school should not undertake to determine or to guide the religious life of the youth; and to the belief that religion is so far a personal matter that all persons should be left free from any influences that would even appear to impose particular religious beliefs or doctrines upon anyone. . . . The net result is that for one cause or another our system of public education is becoming wholly secularized. . . . We are now coming to a day of revival of the belief in a religious sanction for our morals. This belief at once brings to mind a challenge of any system of education lacking provision for the proper culture of the religious nature of youth. . . . The prevalence of youthful crime, the presence of many undesirable tendencies, and a widespread lack of moral stability have led many to the belief that there is yet something lacking. The something appears to be moral rather than physical or intellectual.²

¹*Ibid.*, p. 11.

²W. O. Thompson, Introduction to James E. Clark's "Education for Successful Living," p. 9.

COLLEGE RELIGION

We quote quite fully from one writer who has written helpfully on the subject of college religion.

The American college has always conducted its work in the name of, or at least in sympathy with, religion. At the outset, as we have seen, its religious motives were thoroughly ingrained, permeating both its curriculum and its daily life. To inculcate the true Christian faith was, as many a college charter shows, a primary object of its foundation.

Of course this early doctrinal piety and narrow sectarianism necessarily gave way to more liberal views. As the surrounding culture developed, the curriculum gained breadth and independence; living acquired a more secular character; and while certain formal requirements remained, particularly that of daily attendance at chapel, the general tendency was away from an authoritative propagation of religion. Certain colleges, as Williams, explicitly announced their religious freedom, and state universities often found that the safest attitude toward conflicting creeds was indifference to all.

Nevertheless the college atmosphere has usually been charged with religious interest. Some denominational colleges have continued the early tradition, prescribing Bible study and exercising a prayerful watchfulness over the lives of students. Many have resorted to "revivals" from time to time in order to evoke religious zeal. Almost all have cultivated religious interest in the form of student organizations, the Young Men's and Young Women's Christian Associations and a score of smaller societies, all of which are constantly striving to deepen the spiritual currents of student life. Under their auspices Bible study has become popular, sometimes to the extent of enrolling a large majority of the student body in regular classes. Though the custom of opening class curricular hours with prayer has all but disappeared, the spirit of instruction is uniformly reverent. College teachers worship a God of Truth. . . .

An almost inevitable consequence of experiencing the new conditions of college life is that the student suffers some change of religious sentiment or belief. One who comes from a pious home or from a church which imposes unquestioning acceptance of the literal word of religious tradition finds that higher education presents a new view of the universe and of human duty. On the other hand, one who enters with indifference to religion may learn that as a scholar he cannot ignore its power in history and in contemporary life. So there comes a change

of view, perhaps development and enrichment, perhaps doubt and loss of faith, in consequence of breathing the college atmosphere.

In some cases this change is profoundly painful. A state of doubt or disbelief sets in which reaches down into the depths of one's nature, and which brings with it temporary or permanent distress. Ordinarily this experience is transitory—a natural disturbance preceding a new equilibrium—but sometimes it is more lasting, and the man or woman walks through life in its shadow. Just because religion is so fundamental in our nature there is no struggle more intense and no depression more profound than that which takes place when old faith is shaken by new forces of education.

Those who best understand the conditions of college life know that its dominating influences do not make against religion, but rather for it. Yet it cannot be denied that certain almost universal factors tend to produce a radical disturbance and change. The most important of these factors are the new views, scientific, historical, and philosophic, which college study impresses upon the student. A vastly larger universe spreads before him, a universe of long evolution according to natural laws, a universe in which God seems far away. The sense of personal relation to a Heavenly Father fades into a cheerless feeling of being an infinitely insignificant cog in the universal mechanism. Religion itself is seen to be a product of slow evolution, full of absurdities, superstition, and cruelty; and many of its contemporary manifestations are obviously crude survivals of outgrown fear and fancy. . . .

Together with this expansion of intellectual vision there comes an impression from the example of persons who are, or at least appear to be, non-religious. Some of these are highly educated associates, men of culture and charm; some are friendly fellow students, glib expounders of irreligion. Polite atheism and agnosticism flourish in certain college precincts, and the newcomer is haunted by an uncomfortable suspicion that his former religious instructors were less trustworthy than he supposed—that they did not know so much as they pretended. Apparently, life may be lived quite as happily, in fact rather more so, without religious professions. In some minds the feeling of courageous rebellion against religious commands and prohibitions has its own peculiar agreeableness.

Both of these factors may gain strength from the student's loss of practical connection with a church. Without the steady-ing power of religious associations, of worship and service, the

problems becomes purely intellectual, and in this field often seems hopeless.¹

In this connection the following creed of a college class quoted by a prominent writer on college men and women is interesting.

I believe in one God, present in nature as law, in science as truth, in art as beauty, in history as justice, in society as sympathy, in conscience as duty, and supremely in Christ as our highest ideal.

I believe in the Bible as the expression of God's will through man; in prayer as the devotion of Man's will to God; and in the church as the fellowship of those who try to do God's will in the world.

I believe in worship as the highest inspiration to work; in sacrifice as the price we must pay to make right what is wrong; in salvation as growth out of selfishness into service; in eternal life as the survival of what loves and is loveable in each individual; and in judgment as the obvious fact that the condition of the gentle, the generous, the modest, the pure, and the true is always and everywhere preferable to that of the cruel, the sensual, the mean, the proud, and the false.²

METHODS OF DEVELOPING SINCERE RELIGION AMONG STUDENTS

The following suggested methods of meeting this issue are not all applicable to every group of girls. Some of them would be quite out of place in schools where there are fixed administrative policies against them. Each dean in need of help upon this problem will know which of them she is free to use and will certainly find in this list or elsewhere enough suggestions against which there is no opposition to make it possible by intelligent, consistent, tactful application of them to develop in her girls the religious life most useful to them and desired by their parents.

¹Bernard C. Ewer, "College Study and College Life," pp. 204-206.

²William D. Hyde, *The College Man and the College Woman*," pp. 173-174.

It requires a peculiarly close and sympathetic relationship to know how to approach, without offense, a girl's inner self and, with understanding, tact, and love, to lead her to discuss freely, or even with reserves, these intimate, personal matters of her attitudes toward right and wrong, her aspirations and feelings, her opinions and beliefs, her plans for becoming the fine woman she really wants to be, consecrated to the unselfish endeavor to make her fellow students and friends and all others with whom she associates feel her influence as helpful, ennobling, and enriching. It takes a still more subtle and careful treatment to set a girl right in her feelings, her thinking, her daily living, in case she has departed, ever so slightly, from the best standards and practices. All of these obstacles will yield, however, before the dean who goes at the problem determined to win.

Greater success will generally be attained with the girls by applying the methods without any sectarian bias and without regard to creeds and extreme interpretations. Certainly, there should be a scrupulous avoidance of proselyting. The purpose is so definitely unsectarian that the deans should, so far as possible, forget the lines of demarcation between this religion and that, this sect and that. The motive in every instance should be obviously to lead the girl to interpret her faith in the light of love and service, thus leading her to adopt the accepted virtues of right living and avoid the vices which have been generally accepted as such. One should be able to inculcate this principle without fear of offense.

Suggestions for Developing Sincere Religious Life in Girls.—

1. At least one earnest personal conference on religion by the dean, or qualified helper, with every girl, no matter how large the number of girls.

2. One general "Talk to Girls," on the subject.

3. Employment of mistresses and social directors of the residence halls who have the necessary spirituality and who can acceptably inspire it in others.

4. Have at hand a good selection of books, pamphlets, and articles of the inspiring sort to lend to girls at psychological moments.

5. Have outside well-known speakers of this type of spirituality address the girls at least once a year.

6. Use a modified form of the junior or big sister idea (avoiding the objectionable features of it), whereby the right type of happy, hearty, successful girl, possessed of this sort of spirituality, may get in contact (perhaps as a chum) with the girls needing true religion.

7. Sympathetically and helpfully use the list of vices and virtues given at the end of this chapter as a basis for discussions with the girls, either in group meetings or individually, aiming to stimulate consideration of right and wrong in general and to lead to consideration of their individual attitudes and practices, and, if possible, make the influence so effective that their will to do right will be strengthened.

8. Encourage religious organizations in the school group which stimulate thought and lead to self-expression. One all-embracing religious association, such as is being successfully operated in Teachers College, Columbia University, with expert leadership, may prevent separation on minor points of difference.

9. Stimulate attention and arouse interest in sincere religion by surrounding the girls with the religious influence which emanates from instructors and other persons who daily exemplify the religion they profess.

10. Establish friendly and cooperative relationships with the pastors and leaders in the churches which the girls attend.

It has been said by a careful student of young people that:

The need is not for a set of rules of conduct, for the high-spirited young person is apt deliberately to throw these over, but for some real understanding of herself and of men, and of the principles underlying society's right to limit individual freedom along lines of sex for the common welfare. She needs an insight into the great impulses of love and play and service that will help her to distinguish between the trivial and ephemeral in human relationship and the fundamentally satisfying. Particularly does the college woman need this, for hers will be the responsibility to a large extent of thinking through the problems created by the special social conditions of today, and of developing a sane public opinion which shall go far toward their solution.

VICES AND VIRTUES AND NEAR VICES AND NEAR VIRTUES

For many generations young people were instructed in morals through defining the vices with suggestions on how to become free of them if under their control and how to avoid them if they had managed so far to escape acquiring them; and through homilies on the desirability of the virtues they were expected to become virtuous.

In recent years this rather direct process has been largely abandoned. Parents and teachers, in order not to appear too conservative or puritanical, have given up this method of inculcating morals to such an extent that the pendulum has likely swung too far in the opposite direction and a considerable proportion of present-day young people not only do not know with any certainty what the vices and virtues are but have little instruction as to methods of avoiding or getting rid of the vices and of developing the virtues.

Many girls therefore who reach secondary and higher schools are in need of more or less specific help in obtaining this essential knowledge of right and wrong and it is one of the important functions of education to give it to them. It is just as unwise to let our young people go out into active life without this information, thus compelling them to learn morality by bitter experience, as it would be to let babes come

in contact with needles, knives, fire, and poison without being safeguarded.

How the Lists of Vices and Virtues May be Used by Deans.—The fact that parents, clergy, and other religious as well as secular teachers have given less attention to specific moralities in recent years has apparently largely prompted our dropping of effort in this field. Indeed, it is probable that not one of us in a hundred ever saw anything like a complete list of vices and virtues. There seems to be no such list in the available literature, and so the following lists of vices and virtues, while admittedly not complete, have been assembled from many sources, involving considerable research, and it is hoped that they will prove of service to deans and other advisers.

It may be an illuminating thing to have constantly before us for study the specific things that society says are more or less vicious and therefore to be eliminated in our young people if we are to make of this generation the clean, upright men and women the times demand; and also available for study the specific things that society says are the virtues whose possession by men and women individually raises moral standards generally. By thus defining our objectives in moral training and using these lists consistently, as suggested later, it is predicted that we may make definite progress in raising the moral standards of our girls.

Some of the vices listed will seem so excessive and awful that they should not have been given a place in a list to be consulted in dealing with school girls, but it must not be forgotten that investigators have found that a large percentage of criminal and evil women, guilty of these very vices, trace the beginnings of their downfall back to their girlhood or young womanhood when they adopted the practice of the near vices or the little sins. We owe it therefore to our girls and young women to open their eyes to the evil consequences of indulging in the small vices and to show them

how to overcome them, if they have adopted them, while the elimination from their lives is easy.

The Lists as a Basis for the Development of Individual Moral Graphs or Charts.—It will be found possible in most of the groups of vices to arrange the various items in the order in which they usually develop from least to greatest, and such a study and rearrangement of the list will prove of the utmost importance to deans who seriously undertake to eliminate these vices from their girls. It would also be easy to break up this alphabetical arrangement of the groups, which has been adopted purely for study purposes, and bring together the groups that are closely related as, for example, the "lying," "pretention," and "sham" groups of vices or the "candid," "sincere," and "true" groups of virtues. The groups and the various items of the groups could then be arranged in the form of a moral or ethical chart upon which a norm could be plotted. This would make it possible to indicate graphically on the chart the particulars in which any girl departed morally from the normal; and by comparison of her charts periodically, once every year or two, or by plotting on the same chart graphs or curves showing her status periodically, both she and her advisers could note the results of the upgrading processes.

To illustrate this suggestion take the group under "5. Autocratic," and arrange the items in the order of their probable development from *autocratic* to the culminating *tyrannical*. As alphabetically arranged, the list stands as follows:

5. AUTOCRATIC:

- (a) Browbeating
- (b) Bullying
- (c) Despotie
- (d) Domineering
- (e) Implacable
- (f) Inexorable
- (g) Oppressive
- (h) Supercilious
- (i) Tyrannical
- (j) Unforgiving

As rearranged according to degree it might stand as follows :

5. AUTOCRATIC:

- (a) Unforgiving
- (b) Supercilious
- (c) Domineering
- (d) Browbeating
- (e) Bullying
- (f) Inexorable
- (g) Implacable
- (h) Oppressive
- (i) Despotie
- (j) Tyrannical

It may well be said that making graphs of an individual's moral nature is not easy and must largely be a matter of guesswork both on the part of the one studied and of the one making the study. The purpose of the study is not defeated by any lack of absolute accuracy. If the person who is the subject of the study has been led to recognize more clearly distinctions between right and wrong and to become interested in conforming her life to the highest-known standards of morality, the plan is fully justified, however faulty it may be. Many people err in observing the finer moral relationships of life through carelessness or through ignorance of the closer distinctions possible between degrees of rightness and degrees of wrongness.

The plan offered here leads to a study of the vices and virtues in their various gradations, and an observation of their expression by each student in her own life and in the lives of her associates. By this study there cannot fail to result a keener sensibility to the varying degrees of right and wrong and a corresponding effort to higher moral living.

The readers are urged to send to the writer any additions to or changes in these lists, or any other suggestions which may lead to the completion and perfection of them and their adaptation to the uses for

which they are designed. These contributions will be used in developing the tables into still more practicable form in a later edition.

It should be borne in mind also in considering these abstract vices and virtues that something further is needed in our young people than the elimination of vices and the development of virtues. Every dean probably knows individuals who have become unusually virtuous, in a way, and yet are not wholly satisfactory. There is a very general belief among workers for the moral upbuilding of the masses that these desirable elements of moral upbuilding must be accompanied as well by a "change of heart," in order to produce the best results.

Morality without religion is only a kind of dead reckoning, an endeavor to find our place on a cloudy sea by measuring the distance we have run without any observation of the heavenly bodies.¹

The suggestions in this section will be found useful in carrying out the program outlined above of interesting parents, church workers, and others in the general movement for the strengthening of the moral qualities of our boys and girls.

The decision to include, in the lists, items which for lack of a better name are termed "near vices" and "near virtues," was arrived at while assembling the data, when it became evident that many processes of thought and many acts, having no strictly moral quality, produce *evil* results which fall upon others besides the one with whom they originate and thus have the effects of a vice (as examples note those in the "extravagant," "idle," "ignorant," and "negligent" groups), and that likewise many thoughts and acts having no strictly moral quality produce *good* results which, just like a virtue, helpfully affect others besides the one giving expression to them. (As, for example,

¹Longfellow, "Kavanagh."

note the items of the "affectionate," "cheerful," "industrious," and "intelligent" groups.) The real vices and near vices in the one list and likewise the real virtues and near virtues in the other shade off so imperceptibly into each other, so far as the effects produced are concerned, that it became unnecessary to distinguish them in cases like these where the object is to avoid or eliminate those practices producing evil effects, and develop those producing good effects.

The effort has been to make the lists quite complete, only exact synonyms having been omitted. Many items very nearly synonymous have been included for study purposes where the distinction might prove useful. It will no doubt seem advisable to omit some of these in the final lists.

Adjective and participial rather than noun forms have generally been used as most convenient.

LIST OF VICES AND NEAR VICES

- | | |
|--------------------|------------------|
| 1. Abusive: | (d) Haughty |
| (a) Calumnious | (e) Insolent |
| (b) Defamatory | (f) Imperious |
| (c) False accusing | (g) Lordly |
| (d) Libelous | (h) Proud |
| (e) Slanderous | (i) Puffed-up |
| | (j) Vaunting |
| 2. Acrimonious: | 5. Autocratic: |
| (a) Bitter | (a) Browbeating |
| (b) Crabbed | (b) Bullying |
| (c) Harsh | (c) Despotie |
| (d) Ill-tempered | (d) Domineering |
| (e) Venomous | (e) Implacable |
| 3. Angry: | (f) Inexorable |
| (a) Furious | (g) Oppressive |
| (b) Irascible | (h) Supercilious |
| (c) Passionate | (i) Tyrannical |
| (d) Peppery | (j) Unforgiving |
| (e) Raging | |
| (f) Resentful | 6. Bestial: |
| (g) Retaliatory | (a) Brutal |
| (h) Revengeful | (b) Inhuman |
| (i) Vindictive | (c) Revolting |
| | (d) Savage |
| 4. Arrogant: | (e) Vile |
| (a) Contumacious | 7. Bigoted: |
| (b) Disdainful | (a) Fanatical |
| (c) Egotistical | (b) Intolerant |

8. Blasphemous:
 (a) Profane
 (b) Sacrilegious
9. Bold:
 (a) Audacious
 (b) Disrespectful
 (c) Flippant
 (d) Forward
 (e) Immodest
 (f) Presumptuous
 (g) Saucy
 (h) Shameful
10. Captious:
 (a) Carping
 (b) Censorious
 (c) Fault-finding
 (d) Hypercritical
11. Careless:
 (a) Heedless
 (b) Negligent
 (c) Slack
 (d) Thoughtless
12. Carnal:
 (a) Incontinent
 (b) Indecent
 (c) Lascivious
 (d) Lecherous
 (e) Licentious
 (f) Libertine
 (g) Lustful
 (h) Unchaste
 (i) Vulgar
 (j) Wanton
13. Churlish:
 (a) Crabbed
 (b) Cynical
 (c) Impudent
 (d) Insulting
 (e) Rude
 (f) Snarling
 (g) Surly
 (h) Uncivil
14. Contemptuous:
 (a) Derisive
 (b) Disdainful
 (c) Mocking
 (d) Scornful
15. Corrupt:
 (a) Contaminated
 (b) Depraved
 (c) Dirty
- (d) Dissolute
 (e) Immoral
 (f) Impure
 (g) Nasty
 (h) Obscene
 (i) Off-color
 (j) Profligate
 (k) Reprobate
 (l) Smutty
 (m) Vicious
 (n) Villainous
 (o) Wicked
16. Covetous:
 (a) Avaricious
 (b) Grasping
 (c) Hard-fisted
 (d) Mercenary
 (e) Miserly
 (f) Niggardly
 (g) Penurious
 (h) Stingy
 (See also "Envious")
17. Cowardly:
 (a) Base
 (b) Craven
 (c) Dastardly
 (d) Recreant
 (e) Slavish
18. Criminal:
 (a) Culpable
 (b) Felonious
 (c) Guilty
 (d) Illegal
 (e) Iniquitous
19. Crooked:
 (a) Artful
 (b) Deceitful
 (c) Dishonest
 (d) Dissembling
 (e) Insidious
 (f) Knavish
 (g) Plotting
 (h) Thievish
 (i) Tricky
 (j) Unfair
 (k) Wily
20. Cross:
 (a) Complaining
 (b) Discontented
 (c) Dissatisfied
 (d) Fault-finding
 (e) Lamenting

- (f) Murmuring
- (g) Petulant
- (h) Querulous
- (i) Whining

21. Cruel:

- (a) Barbarous
- (b) Blood-thirsty
- (c) Harsh
- (d) Heartless
- (e) Heinous
- (f) Merciless
- (g) Pitiless
- (h) Relentless
- (i) Ruthless
- (j) Terrible
- (k) Unkind
- (l) Unsympathetic

22. Degenerate:

- (a) Degraded
- (b) Fallen
- (c) Perverted

23. Destructive:

- (a) Baleful
- (b) Calamitous
- (c) Deadly
- (d) Deleterious
- (e) Hurtful
- (f) Injurious
- (g) Murderous
- (h) Ruinous

24. Detestable:

- (a) Abominable
- (b) Accursed
- (c) Contemptible
- (d) Despicable
- (e) Execrable

25. Diabolical:

- (a) Atrocious
- (b) Fiendish
- (c) Frightful
- (d) Impious
- (e) Infernal
- (f) Satanic

26. Dishonorable:

- (a) Discreditable
- (b) Disreputable
- (c) Disgraceful
- (d) Ignoble
- (e) Infamous
- (f) Mean

27. Disloyal:

- (a) Faithless
- (b) Perfidious
- (c) Treacherous
- (d) Untrustworthy

28. Disobedient:

- (a) Forward
- (b) Incurable
- (c) Irremediable
- (d) Unruly

29. Dissipated:

- (a) Drunken
- (b) Excessive
- (c) Fast
- (d) Inebriate
- (e) Intemperate
- (f) Rowdyish

30. Envious:

- (a) Jealous

31. Evil:

- (a) Bad
- (b) Ill-tempered
- (c) Malevolent
- (d) Mischievous
- (e) Nefarious
- (f) Pernicious
- (g) Scoundrel
- (h) Sinful
- (i) Unprincipled
- (j) Unscrupulous
- (k) Wrong

32. Extravagant:

- (a) Idolatrous
- (b) Improvident
- (c) Prodigal
- (d) Squandering
- (e) Unthrifty
- (f) Wasteful

33. Gambling:

- (a) Betting

34. Gluttonous:

- (a) Excessive eater
- (b) Greedy
- (c) Rapacious
- (d) Voracious

35. Hateful:

- (a) Implacable
- (b) Malicious

- (c) Malignant
 - (d) Rancorous
 - (e) Spiteful
 - (f) Vengeful
 - (g) Vituperative
36. Headstrong:
- (a) Contankerous
 - (b) Intractable
 - (c) Obstinate
 - (d) Perverse
 - (e) Stubborn
 - (f) Ungovernable
 - (g) Unreasonable
 - (h) Willful
37. Hypocritical:
- (a) Affectedly religious
 - (b) Dissembling
 - (c) Hollow
 - (d) Insincere
 - (e) Sanctimonious
38. Idle:
- (a) Indolent
 - (b) Lazy
 - (c) Slothful
 - (d) Worthless
39. Ignorant:
- (a) Illiterate
40. Improvident:
- (a) Shiftless
41. Indiscreet:
- (a) Rash
 - (b) Reckless
 - (c) Scandalous
42. Inquisitive:
- (a) Intrusively curious
 - (b) Meddlesome
 - (c) Prying
 - (d) Snoopy
43. Irreligious:
- (a) Scoffing
44. Lying:
- (a) Fabricating
 - (b) False pretending
 - (c) Fibbing
 - (d) Perjured
 - (e) Quibbling
- (f) Untruthful
 - (g) Unveracious
45. Morose:
- (a) Gloomy
 - (b) Ill-humored
 - (c) Spleeny
 - (d) Sullen
46. Negligent:
- (a) Careless
 - (b) Heedless
 - (c) Slack
 - (d) Thoughtless
47. Prejudiced:
- (a) Biased
 - (b) Partial
 - (c) Unjust
 - (d) Warped
48. Pretentious:
- (a) Camouflaging
 - (b) Subterfuging
49. Proud:
- (a) Boastful
 - (b) Conceited
 - (c) Vain
50. Selfish:
- (a) Illiberal
 - (b) Narrow
 - (c) Parsimonious
- (See also "Covetous")
51. Sham:
- (a) Counterfeit
 - (b) False
 - (c) Fraudulent
 - (d) Spurious
- (See also "Lying" and "Pretentious")
52. Slattern:
- (a) Foul
 - (b) Slovenly
 - (c) Unclean
 - (d) Untidy
53. Sneaking:
- (a) Cringing
 - (b) Servile
 - (c) Sly

- | | |
|-------------------------|----------------|
| (d) Truckling | 55. Thankless: |
| (e) Underhanded | (a) Ungrateful |
| (f) Wily | |
| (See also "Crooked" and | 56. Unwomanly |
| "Subtle") | 57. Vicious |
| 54. Subtle: | 58. Violent: |
| (a) Crafty | (a) Frantic |
| (b) Cunning | (b) Frenzied |
| (c) Designing | (c) Furious |
| (d) Intriguing | (d) Outrageous |

LIST OF VIRTUES AND NEAR VIRTUES

- | | |
|---------------------|---------------------|
| 1. Affectionate: | (c) Happy |
| (a) Loving | (d) Joyful |
| (b) Passionate (not | (e) Sunny |
| angry) | |
| 2. Amiable: | 8. Constant: |
| (a) Good-tempered | (a) Faithful |
| (b) Kind | (b) Loyal |
| | (c) Steadfast |
| | (d) Trusty |
| 3. Benevolent: | 9. Devoted: |
| (a) Charitable | (a) Earnest |
| (b) Generous | (b) Fervent |
| (c) Humane | (c) Zealous |
| (d) Philanthropic | |
| (e) Unselfish | |
| 4. Brave: | 10. Devout: |
| (a) Courageous | (a) Devotional |
| (b) Daring | (b) Holy |
| (c) Fearless | (c) Prayerful |
| (d) Heroic | (d) Religious |
| (e) Intrepid | (e) Reverent |
| (f) Invincible | (f) Spiritual |
| (g) Plucky | |
| (h) Valiant | |
| 5. Candid: | 11. Equitable: |
| (a) Fair | (a) Just |
| (b) Frank | (b) Reasonable |
| | (c) Righteous |
| 6. Chaste: | 12. Excellent: |
| (a) Continent | (a) Exemplary |
| (b) Modest | (b) Thoroughly good |
| (c) Pure-minded | |
| (d) Undeified | 13. Forgiving: |
| (e) Unpolluted | (a) Excusing |
| (f) Untainted | (b) Extenuating |
| (g) Virgin | |
| 7. Cheerful: | 14. Gentle: |
| (a) Buoyant | (a) Lenient |
| (b) Gladsome | (b) Merciful |
| | (c) Sweet-tempered |

15. Good:

- (a) Sinless
- (b) Unblamable
- (c) Impeccable
- (d) Innocent

16. Grateful:

- (a) Thankful

17. Harmless:

- (a) Inoffensive

18. Honest:

- (a) Conscientious
- (b) Creditable
- (c) Incorruptible
- (d) Reliable
- (e) Scrupulous
- (f) Trustworthy
- (g) Upright

19. Honorable:

- (a) Estimable
- (b) High-minded
- (c) Noble
- (d) Reputable

20. Humble:

- (a) Unassuming
- (b) Unpretending

21. Industrious:

- (a) Assiduous
- (b) Diligent
- (c) Hard-working
- (d) Sedulous

22. Intelligent:

- (a) Apt
- (b) Astute
- (c) Clever
- (d) Discerning
- (e) Knowing
- (f) Sharp-witted
- (g) Wise

23. Judicious:

- (a) Circumspect
- (b) Considerate
- (c) Discreet
- (d) Prudent

24. Moral:

- (a) Ethical
- (b) Right

25. Obedient:

- (a) Compliant
- (b) Deferential
- (c) Dutiful
- (d) Manageable
- (e) Submissive
- (f) Tractable
- (g) Yielding
- (h) Willing

26. Painsstaking:

- (a) Careful
- (See also "Patient")

27. Patient:

- (a) Enduring
 - (b) Indefatigable
 - (c) Long-suffering
 - (d) Persevering
 - (e) Persistent
 - (f) Resigned
 - (g) Uncomplaining
- (See also "Tolerant" and "Painsstaking")

28. Peaceable:

- (a) Placid
- (b) Quiet
- (c) Serene
- (d) Tranquil
- (e) Undisturbed
- (f) Unmoved

29. Penitent:

- (a) Compunctious
- (b) Contrite
- (c) Regretful
- (d) Remorseful
- (e) Repentant
- (f) Sorrowful

30. Sincere:

- (a) Artless
- (b) Genuine
- (c) Guileless
- (d) Inartificial
- (e) Ingenuous
- (f) Open
- (g) Unfeigned

(See also "Candid," "True," and "Truthful")

31. Sober:

- (a) Abstinent
- (b) Moderate
- (c) Temperate

32. Sympathetic:
 (a) Commiserating
 (b) Compassionate
 (c) Pitiful
 (d) Tender
33. Thoughtful:
 (a) Considerate
 (b) Heedful
 (c) Mindful of
34. Thrifty:
 (a) Economical
 (b) Frugal
 (c) Provident
 (d) Saving
35. Tolerant:
 (a) Broad-minded
 (b) Forbearing
 (c) Indulgent
 (See also "Patient")
36. True:
 (a) Real
 (b) Veritable
 (See also "Candid," "Sincere,"
 and "Truthful")
37. Truthful:
 (a) Accurate
 (b) Correct
 (c) Straightforward
 (d) Veracious
 (See also "Candid," "Sincere,"
 and "True")
38. Unbiased:
 (a) Impartial
 (b) Unwarped
 (c) Unprejudiced
39. Unselfish:
 (a) Magnanimous
 (b) Self-denying
 (c) Self-sacrificing
40. Virtuous:
 (a) Blameless
 (b) Guiltless
 (c) Irreproachable
 (d) Stainless
41. Womanly

CHAPTER IV

WOMEN STUDENT ORGANIZATIONS

THE ADVANTAGE OF A 'GENERAL WOMEN STUDENTS' ORGANIZATION

Most of our American colleges, great and small, are overorganized—so much so that in many of the large universities extracurricular activities have almost overshadowed the regular curricular work. The attitude of administrative officers should be, therefore, that of opposition to further organizations unless a very sufficient reason can be shown therefor. There is probably no better way to curb this tendency to overorganization than to have one student organization with all, or nearly all, others subsidiary to it. Where the number of women students is large, a separate women students' organization is desirable and, in the long run, will be found to lessen rather than increase organizations for women. A number of the women's colleges and coeducational institutions have such organizations.

Such an organization can establish the procedure whereby new suborganizations may be introduced into the student life assuring careful consideration of their purposes, their proposed form of organization, their value to the special group and to the entire group, and having power, if the proposed organization is undesirable, to veto its introduction. The organization papers of one such association provide specifically that "no club or other association may exist unless chartered by the Student Council with the approval of the Dean," and further states that "students wishing to form an association of any kind must apply for a

charter to the Student Council, submitting a draft of the constitution, in which shall be included: (a) aim of the association, (b) requirements for membership, (c) number limit, (d) number of meetings, (e) amount of dues.

PURPOSES OF GENERAL WOMEN STUDENTS' ORGANIZATIONS

A study of the purposes and membership of such organizations shows a quite general unanimity in certain respects. One large university has made the following pronouncement concerning its women's self-government association:

The Women's Self-Government Association is an organization open to all the women of the University, the purpose of which is to create a sense of unity and fellowship among the women, to promote and maintain the highest standards of university life, and to regulate all matters of student conduct not falling under the jurisdiction of the Faculty, together with those which may be referred to it by the Faculty. It has charge of the governing of the women's building on the University Campus, and the extension of self-government to women's precincts in other campus buildings. Through the House Council, a body of women composed of representatives from the dormitory, the sorority houses, and the boarding houses, whose president has a place on the Executive Board of the W. S. G. A., it unifies the regulations pertaining to the life of the women living in these campus houses.

Another large institution says, "The Women's League shall aim to increase the sense of individual responsibility of all its members," and another mentions the "maintenance of the highest standards of university life" in its list of purposes; and still another aims to "bring before its members subjects that are of special interest and importance to college women"; and another has organized for the purpose of having "an authoritative body to give expression to the opinion of the members upon matters affecting them as a whole."

One girls' high school student association says its purpose is "to direct student activities, and to maintain good government in the school, especially by fostering the civic virtues of self-control, courtesy, co-operation, and obedience to lawful authority."

SPECIAL WOMEN STUDENTS' ORGANIZATION

Girls' or Women's Athletic Association.—A girls' or women's athletic association is a most desirable organization. While its first and stronger appeal is generally to the desire for fellowship, friendship, and a good time, its value as a health-conserving and health-promoting agency is unquestionable. This organization is generally closely connected with the department of physical education, giving that department a fine opportunity for encouraging a general interest in athletics and wholesome good times under healthful conditions. It can organize teams in basket ball, tennis, hockey, skating, swimming and any other sports for which there are available facilities. A rather complete list of girls' and women's sports and games is found on page 156.

An endeavor should be made to secure as members every girl or young woman in the school or college that needs the health-giving activities and the good fellowship offered by the organization. In most instances memories of the stimulating contests in the games and sports, the "gym" frolics, the hikes, the stunt night and the other affairs under the G. A. A. or the W. A. A. are those which longest persist, and the habits of active play engendered often last into adult life.

Religious and Ethical Organizations.—Another group of organizations which wield a strong influence in the life of the women students include the Young Women's Christian Association, the Newman Club, the Menorah Society, and similar interdenominational and denominational religious organizations for women, or for both men and women, the purpose of

which is to build up the religious life of students, to create a cordial spirit of friendliness among the women, and to train in and prepare for active church, benevolent, welfare, and other uplift work. Sometimes the various Protestant church groups in their zeal to strengthen denominational loyalties seek to establish organizations on college campuses of their own particular branch of the Protestant church.

If these well-meaning efforts could be directed toward the organization and support of an all-inclusive group which had the inspiration of numbers and which could give the chance for individual responsibilities and work in official positions or on the committees, it would serve to unify and strengthen the religious loyalties of the whole group and their cooperative efforts to do intramural and extramural welfare work. A comprehensive organization fitting into such a plan is the Young Women's Christian Association, with its numerous lines of work, its broad statement of purposes, and its provision for including all the evangelical denominations. The strength of the Catholic and Jewish students is not in their numbers but in the fact that there are no subdivisions within each group. The Newman Club serves as a common source of inspiration and work for all Catholic students and the Menorah Society for all the Jewish students. Why not find some way by which all the Protestant students may have a common source of inspiration and work?

Organizations Including Both Men and Women.—The many organizations in a coeducational school which are open to women as well as to men have a worthwhile place in the life of women students. They are valuable because they make it possible for girls to meet and work with men in organization life, thus tending to bring about relationships and friendships between men and women, an idea which might be more specifically considered than it often is in plan-

ning a girl's education. Among these organizations we find those of the class, of clubs, and of associations for students in special courses or departments, such as chemistry, mathematics, sociology, dramatics, music, etc. The student publication boards and literary societies are familiar forms of such student-organized groups which require no special treatment here other than to say that in schools where the secret society activities have grown to an undesirable prominence these mixed societies should be given special attention until they assume a prominence which sufficiently balances the less desirable type. The training received in these organizations is of the utmost value, and the work and play with men and with other young women which these extracurricular activities provide is without doubt one of the most highly prized benefits of the college or school course.

The Sorority.—One form of women's organization, the sorority, has been discussed pro and con for many years. In fact, some schools and colleges find so much against it that it is not permitted. Among these colleges are Barnard, Mt. Holyoke, Oberlin, Radcliffe, Vassar, Wellesley, and the University of Chicago, but there are other institutions that approve and foster sororities. It may be helpful to evaluate this form of organization by reviewing the points for and against it.

1. *Points in Favor of the Sorority.*—In an institution not equipped to house its students, the sorority has been in favor as a means of housing groups of women students under better conditions than would otherwise have been possible. By this means at least a small amount of valuable training in business forms and methods is given and ability to assume responsibility and to acquire business habits is cultivated. Also some practical experience in home management is secured. Small and congenial groups can thus be associated together for purposes of friendship and helpful-

ness, and where scholarship standards are set for eligibility to membership effort is stimulated to achieve success in the curricular activities. It may and often does stir ambition in the individual to excel in scholastic attainments for the good name of the whole group. The closer intimacies of the sorority establish lasting friendships among its members and opportunities are given for an enlargement and enrichment of one's social group through acquaintance with individual alumnae members and the general organization of the sorority alumnae. Initiative and leadership are developed, and loyalties are cultivated which find expression in unselfish service among the members of the group. The sorority organization forms a defined, easily reached group characterized by social qualities and, as a rule, superior ability in leadership, which can be utilized by the authorities to initiate or support movements—musical, literary, health promotion to raise scholastic standards, etc., for bettering the life of the student body. Not infrequently it is found that the sororities and fraternities are awake to these opportunities for service in their college.

2. *Points Against the Sorority.*—There is the danger of overestimating loyalty to the group and undervaluing loyalty to the whole community; snobbishness and undue rivalry are stimulated through an overemphasis of social differences, and an undemocratic spirit is often cultivated. Artificial barriers are frequently set up that interfere with cordial, normal, general intercourse, and unhappiness and heartburnings are frequently caused among students not "bidden" to membership. Many girls are thus led to distrust their own powers and personality. Many serious cases of inferiority complex have been traced to the failure to receive a sorority bid. The policy of closed meetings, grips, and passwords unduly enhances the element of secrecy and there is danger of overindulgence in social pleasures, and unless scholarship standards are set and faithfully observed, failures to

maintain even creditable grades may occur. There is the possibility of insubordination to college regulations, and of deterioration in the group because of its changing personnel from year to year; there is also danger that the group idea may be so emphasized that the individual as such may suffer. Even its best point of providing housing also contains a possible opening for criticism. The management of the house may be on a low plane through false ideas of economy or through low social standards. An unquestioned evil is that of rushing. This process by which new members are sought and secured is recognized within the group as well as without it as constituting an obvious point against sororities. Studies are made almost annually in every school or college where sororities exist on how to obviate the evils of rushing and still bring the merits of each sorority to the desirable new student in order to win her acceptance of a bid. Various plans are on trial but the perfect rushing rules are yet to be devised and their excellence demonstrated through a season of rushing.

When considering the question of secret societies it must be kept in mind that they are purely social in character, that generally they include in their membership a comparatively small proportion of the women students, and that the problem of the elimination of the objectionable features where that becomes necessary is not insuperable. These questions concerning the good and bad features of sororities are being studied by one of the special committees of the National Association of Deans of Women, under able leadership. Since this serious and careful consideration is being given all phases of the question by this committee, and since the Pan-Hellenic Council is also working to promote the finer elements in the sorority situation, it is quite certain that the best interests of both sorority and nonsorority students will be served.

In general, it may be said that there is more justification in most schools for scholarship sororities and

fraternities than for those of a purely social character. Where the school already has sororities a consistent policy of gradually bringing all sororities into this less objectionable class will generally prove successful, particularly where the school provides itself with the new-type residence halls¹ with their superior social advantages which do away with the need of the sorority as a housing agency.

3. *Origin and Development.*—The first "Greek letter" society was Phi Beta Kappa, founded in 1776 at the College of William and Mary by a group of students who wanted a medium for expressing their "ideals of friendship, scholarship, and patriotism." Later this society gave up its secret character and became purely a scholarly and honorary organization. The first national sorority was Kappa Alpha Theta, organized at De Pauw in 1870.

One writer² on college life who discusses the college secret societies, including sororities, very fully says that there are at present some thirty-three college fraternities and seventeen college sororities having a general or national organization, beside fifty or more professional and technical school fraternities which have no college chapters; that, in addition, there are many "local fraternities" existing in single institutions; that the national bodies publish magazines containing fraternity and college news, and that their conventions are often made impressive by the presence of distinguished leaders of public affairs. He further says that the total membership, alumni and undergraduate, is about three hundred thousand. Fraternity organization, in fact, enrolls approximately half the college students in the country, though the percentage varies greatly in different institutions. The character of the membership is for the most part admirable.

¹See Chaps. XIV-XVII and Appendix I.

²Bernard C. Ewer, "College Study and College Life," pp. 187.

4. *Regulation.*—The problem before faculties and those in an advisory relationship to the young people belonging to fraternities or sororities is how to minimize the evils and encourage the best phases in these organizations. Again we quote from Mr. Ewer:¹

The proper administrative attitude is not that of indifference, however. Through most of their history college authorities have regarded fraternities as student affairs of the kind which are wisely left to student control. But this attitude is no longer safe. Fraternities have assumed such a central position in college life as to demand official attention. With all their advantages they are unmistakably the seat of numerous evils. The fraternity house, in particular, inevitably creates problems for the college administration. Simply to ignore these and let the organizations alone is therefore virtually to sanction unwholesome conditions.

The proper attitude therefore, is that of cooperative regulation. Fraternities as a rule are not only desirous of maintaining the college welfare—full of “college spirit” according to their somewhat imperfect lights—but are also aware of their defects and ready to participate in reform. Though they fear individually to undertake restrictive innovations and display an independence which rebels against arbitrary or dictatorial treatment, they nevertheless take kindly to sympathetic assistance, and are ready to accept wise guidance. Their large power as instruments of college welfare makes it desirable to take advantage of this cooperative spirit.

A policy of cooperative regulation implies that the common problems of the fraternities, especially those which involve relation to the college administration, should be settled by a committee of representatives of the several groups, acting with faculty assistance or faculty sanction. Such a body can make rules for rushing, pledging, and initiation, for the control of social functions, and for conduct in house or dormitory. It can replace mutual antagonism, reckless competition, and underhanded self-seeking by harmonious action for the welfare of all concerned. Its very importance and responsibility tend to insure wisdom of action.

Apart from such joint action the individual fraternity may cooperate with the college administration by assuring itself that initiates are in good college standing, neither deficient in

¹*Ibid.*, pp. 197-8

studies nor subject to college discipline. It may also maintain a creditable standard of scholarship by bringing pressure upon delinquent members. In some cases it is desirable that an alumnus or faculty friend be given supervisory authority within the chapter. Such elder brother will offer needful advice, keep a watchful eye upon finances to avoid disgraceful debts, and, in general, give the fraternity the benefit of his mature experience and thorough perspective of college life.

In the Greek letter society as in other human institutions—and in human character generally—the good and the bad are very much mixed. Whether the good outweighs the bad, whether there is a net benefit or a net loss, is a question which is differently answered by experienced college observers. Of three facts, however, we may be sure: first, the fraternity is here to stay; second, it has large potency for good in the life of the college as well as that of its members; third, it needs firm, systematic, and sympathetic regulation.

5. *Attitude to Cultivate Among Nonsorority Members.*—Since generally the number of nonsorority members will equal or exceed the number of sorority members in any large student body, and since there is danger that membership in a sorority will assume undue importance in the eyes of these non-members, it is well to help those who feel unhappy because they have not received bids to recognize that a student may have a social standing in the college, may attain honors in scholarship, may participate in many student extracurricular activities, and may be rated as a perfectly normal, satisfactory member of the school family even though not bid to the sorority or fraternity feast.

CHAPTER V

UNDERGRADUATE GOVERNMENT

DEANS SHOULD BE RELIEVED FROM DISCIPLINING

A definite effort should be made by every dean to disabuse the minds of students that a call to her office implies discipline. Too often the first reaction of a student upon receiving notification to see the dean is to say. "What have I done now?" and to respond to the invitation in a spirit of worry and fearfulness. Quite the contrary effect should be striven for. An invitation to see the dean should react on the student as promising a pleasurable experience, knowing that in at least that one office there is always certain to be sympathy, helpfulness, and inspiration, no matter what the cause for the invitation may be. The feeling of the need of establishing such relations as these is growing stronger among both secondary school deans and those of higher educational institutions, and the problem of finding the best method to pursue in establishing these friendly relations between herself and her students is receiving most careful consideration. It is seldom that an educational administrative officer can do disciplining with such rare justice and so acceptably to the students that the animosity of those disciplined and quite generally of a considerable number of their fellow students is not aroused. This attitude makes it all but impossible to establish that relation of confidence and cooperation between the dean and her girls which has been so often referred to

as a prime essential. The advantages to be gained by such mutual understanding and cooperation justify a serious and determined effort to secure relief from the major part of all disciplining.

UNDERGRADUATE GOVERNMENT THE BEST MEANS

'This leads directly to a consideration of the means now most generally employed to accomplish this purpose, which is generally found in some form of undergraduate government. Although student self-government has been in use in America since 1799 and has assumed considerable proportions since the well-known plan of the University of Virginia, devised in 1842, became the model for such organizations, and although the system is in operation to a greater or less extent in over 125 institutions, it is still apparently in the experimental stage.

The movement for undergraduate government in any school would in all likelihood have its origin in faculty action as a whole, since it affects the entire student body, men as well as women, and the dean of women would therefore earnestly cooperate in the choice of the best form of organization and in its establishment. As her work would be so greatly helped, a rather full discussion of the subject might be desirable at this point, but, strictly speaking, an extended treatment of the subject does not come within the providence of this book. A number of plans are now in such successful operation that any institution of secondary or higher education desiring to relieve its instructors and administrative officers, including the dean, from the major part of the work of disciplining may study them and if they are found suited to their needs may adopt them and be fairly certain of their success. Froebel established a principle of education which has greatly affected all educational processes when he emphasized that action is essential to the learning process. This

principle had been slowly permeating elementary education since Froebel's and Pestalozzi's day and is coming to be applied somewhat in curricular matters in secondary and higher education, but quite positively so in the matter of extracurricular activities. Faculties are placing more and more responsibility and authority in the hands of students for regulating and managing the student activities outside of the classroom. There are few schools of any size, and many of the smaller ones too, whose faculties have not found this cooperation of the students in the direction of these affairs a great relief and a real benefit to the students. Of the secondary schools the high schools of Walla Walla, Washington; Washington Irving High School, of New York City; and many others report that undergraduate government is giving excellent results. Of the colleges using the system, Princeton University, Princeton, New Jersey; Williams College, Williamstown, Massachusetts; Washington and Lee University, Lexington, Virginia; Randolph-Macomb Women's College, Lynchburg, Virginia; University of California, Berkeley, California; and others report successful undergraduate government organizations. Justification for seeking this cooperation of the students in the management of their own activities and an advisory relation to certain matters generally considered as belonging entirely to faculty control is found in the facts that students understand better the actual conditions and needs among themselves and are therefore, strange as it may appear, able to regulate these matters more intelligently than those in authority; that, having made the regulations, they will be inclined to obey them better; that justice will be meted out to offenders in much sterner ways and more effectively; and, better than all, the faculty, relieved of the burden of disciplining, can devote themselves more freely to teaching and study, while the general outcome is better order, more satisfactory relations between students and faculty, and a better attitude toward the classroom work.

Training in Democracy.—Moreover, the students are gaining experience in the management of affairs and thus developing ability to participate more successfully in public affairs. The criticism that education unfits one for real living, for assuming practical relations to the affairs of life, will be more or less overcome. Students who have had to share in the direction and control of the school or college life, to administer justice, and to suffer for their failure to obey their own regulations will have gained the characteristics of the good citizen. Responsibility, practice in considering all sides of a question, and ability to form impartial wise judgments are among the qualities which are essential for citizens in a democracy. One writer¹ has so well expressed this phase of the matter that his statement is quoted in part and the reader advised to read the full reference:

How may it (the College) give appropriate training for citizenship? Partly, no doubt, through sound instruction in ethics, political science, and kindred subjects. The democratic point of view, it is to be hoped, will receive in increasing amount a clear theoretical presentation. A practical training is equally needed, however, and this practical training can come only through the operation of self-government in the daily life of the college. The antiquated conception of school authority—an autocracy which imposes its will upon its subjects, who are inclined to rebel and to evade duty ingenuously—is hopelessly inadequate. It must go, and in its place must come the conception of an educational community in the administration of which all parties cooperate for the common welfare. This conception of full-fledged college democracy characterized by sound principles, rational methods, and steady habits of government is an ideal for the college of the future. Student government is a step toward the attainment of the ideal.

The college campus provides a variety of forms for such organized life among its students. There is the honor court, the residence hall group or groups, and

¹Bernard G. Ewer, "College Study and College Life," pp. 163-8.

the central or general association. There may also be the general women's league or association which conserves the interests of the women students. Where the student body is large and about evenly divided between the men and the women a great deal of unsatisfactory control of separate interests is avoided by having a separate organization for the women with full representation and cooperation retained in the general or central association. The honor court as an organization having control of examinations has not proved entirely successful.

Whatever the type of organization chosen, the controlling body, by whatever name known, must be kept nonpartisan and small enough to be easily brought together for council and action. It must also be left free from obvious faculty control. While the school or college authorities must be the ultimate control in all vital affairs likely to bring serious conditions of disorder or loss of prestige to the institution, the value of the training and experience in government depends upon making the student council feel the full weight of responsibility. Only thus will the undergraduate government council really function as a control body and the benefits of the training in citizenship thus afforded result.

The authority quoted before has so concisely and clearly stated the necessary conditions under which undergraduate government may operate that his statements are quoted:¹

Three conditions seem necessary for successful operation of student government: First, the student body must elect officials who can be depended upon to act in the interests of the college—a qualification which may exclude the athletic hero, the brilliant speaker, and the social favorite, excellent as they may otherwise be, and which may be found in some less conspicuous fellow whose distinguishing characteristics are those of quiet firmness and thoughtful attention to whatever business

¹*Ibid.*, pp. 163-8.

he takes in hand. Power, good nature, breadth of vision, fearlessness in standing for the right—these are the requisites of the college leader.

Second, there must be willingness to be governed. If there is continual demand for unreasonable liberties, or if a minority tries to upset the established order because it cannot have its own way, only failure can result. Democracy depends upon confidence in the wisdom and good intentions of constituted authorities, and upon willingness to accept their decision as law. The true democrat yields cheerfully when outvoted, subsides when a question is authoritatively settled, and at all times exercises faith that the government is doing the best it can. It is a strong recommendation of student government that it affords training in these qualities of character.

Third, there must be cooperation between the faculty and the student officers. The former must resign authority while standing ready to help in dealing with particular problems. It is important to note that authority must be surrendered even at the cost of occasional erratic use. If student officials feel that a hand is over them, constantly ready to interrupt proceedings unless they give satisfaction, they will manifest a lack of earnestness and enthusiasm. Counterwise, they must remember that they are responsible, not simply to the student body, but also to the college authorities and to the community at large. In matters which vitally affect the welfare of the college they may need to seek the advice of older and more experienced persons.

Of course it remains true even in the most completely self-governing student body that the college authorities have the right to interfere. Just as trustees or regents have a right to regulate the immediate administration of an institution, but show wisdom by refraining from such interference, so the faculty is still authorized to regulate student affairs in detail, but with good judgment delegates responsibility to the participants themselves. Only in extraordinary cases, when anarchy appears imminent and firm control is needed, does the higher power take matters in hand. This point is important. Student government does not imply permission to do anything which ignorance or impatience may dictate. Mistakes are endurable with patience, but recklessness is fatal to self-government; and while perfect harmony cannot be expected, order must be preserved. In general, however, the natural thoughtfulness of student officers, aided by more experienced council can be depended upon to solve special problems wisely.

DEANS ADVISED TO MOVE FOR THE ADOPTION OF THE
PLAN

This means so much to the dean that if no undergraduate government plan is now in operation in her school and the matter is not being sponsored by other administrative officers, it will be worth considerable effort on her part to secure its adoption. If the plan is now in operation but is proving unsuccessful, or only indifferently successful, she will be amply justified in making a study of the working of the plan in the institutions having successfully followed it with a view of securing the adoption of a form of undergraduate government that will meet the needs and conditions in her particular type of institution. A plan successful in one community under the guidance of one group of administrative officers may not work at all in a different environment, but the principles outlined above will apply anywhere.

UNDERGRADUATE GOVERNMENT IN RESIDENCE HALLS

Whether or not the institution has adopted the plan generally, it can easily be put in operation in residence halls where the school has them, and will save not only a considerable proportion of the dean's worries but will save the necessity of providing as full a complement of faculty members or paid assistants to maintain order in the halls.

UNDERGRADUATE GOVERNMENT IN SECONDARY SCHOOLS

It is being found that one of the best means of training youth is to give them responsibilities connected with taking care of themselves individually and as members of a group at an early age. In secondary schools where students have been given a share in the control and direction of certain student matters under careful faculty guidance and supervision, an effective training in self-control, in attaining a sense of respon-

sibility for the care of the school property and for the general welfare of the group, together with a better attitude toward the scholastic side of the work has resulted, and much of the friction between faculty and students over the discipline of the school has vanished. To be sure, much watch care and often some anxiety, are required from the faculty as to whether matters are going to turn out for the best interests of everybody, but these are more than counterbalanced by the spirit of cooperation and good will established and the better acquaintance of faculty and students with each other and with the plans for building up the school.

CHAPTER VI

HEALTH PROMOTION AND HYGIENE

PRESENT STATUS IN EDUCATION

From the foundation of the human race to the present generation the chief emphasis in health work has been placed upon health recovery or curing ailments already existing. It is one phase of the revolutionary movement of the times that this emphasis has been shifted from health recovery to health promotion. Dr. Oliver Wendell Holmes in his humorous way once said that if one desired to live to be old it was usually necessary to acquire a chronic and incurable disease, in consequence of which the individual so afflicted took care of himself and proceeded to outlive the well members of his family who were not so fortunately afflicted. Through all ages until now it is a fact that many people had to be confronted with severe suffering or threatening death before they would take the necessary steps to guard their health. We are so rapidly abandoning that crude attitude toward health that it is no exaggeration to say that a new era for mankind has dawned. Not only in America but in many foreign lands the people *en masse*, largely through the modern health teaching and training in the schools, are beginning to take just as great care of themselves in the midst of health as they formerly did with death staring them in the face. Our colleges have largely led in this movement. Their program of periodic physical examinations and systematic exercise, made inspiring and popular by the athletic contests and other recreational activities, continued for many years

has produced a generation of people, few but influential, in nearly every walk in life, and out of this has grown the present popular upbuilding outdoor sports and other movements for health promotion.

The better representatives of the medical profession are sympathetic with this movement and can be counted on to support it. President Ray Lyman Wilbur, of Stanford Junior University, formerly president of the American Medical Association, in his opening address at the seventy-fourth annual convention of the Association, June 25, 1923, after urging the physical examination of every citizen of the United States at least once a year said that modern medicine is concentrating on prevention rather than curative measures. The same authority, at the Tri-State Medical Association Convention at Des Moines, Iowa, on November 1, 1923, stated that medical aid of the same sort for every man regardless of his economic status will be the next forward step of the medical profession in the United States.

He asserted what all workers in the health maintenance movement believe that: "If doctors could apply all they know to all the people, not only would life be prolonged and human happiness increased but the whole aspect and order of life would be altered."

Those who have the responsibility for the expansion of the health promotion work must nevertheless expect some lack of cooperation from certain narrow practitioners who may consider that their self-interest is involved. Some opposition should also be expected from certain ultraconservative men connected in one way or another officially with educational matters and certain shortsighted tax-payers who even object to the added expense of having nurses, physicians, and specialists on the payrolls of the schools, and insist that public money expended in helping children and young people play is wasted. Any farsighted person will see at once that there is hardly any way that the citizens of a community could be so quickly and so

permanently relieved of unnecessary expenditures for doctors, nurses, and medicines than by having on the staff of the educational institutions qualified persons to see that the health of the students is positively and constantly maintained, and that they emerge into active life as nearly 100 per cent well as possible.

It is no longer necessary to justify the maintenance of local boards of health in a community. Taxpayers have long ceased to object to this expense, as their value has been amply demonstrated. The new health promotion work advocated for our schools has the same value to the community.

It may be that, with this higher type of health maintenance in our schools, the work of the physician may assume the character suggested by Dr. Vincent, President of the Rockefeller Foundation, in his report of 1924, in which he says: "Who knows but the doctor of the future will receive an annual retaining fee from his clients and feel no embarrassment in taking the initiative and in keeping a watchful eye on them."

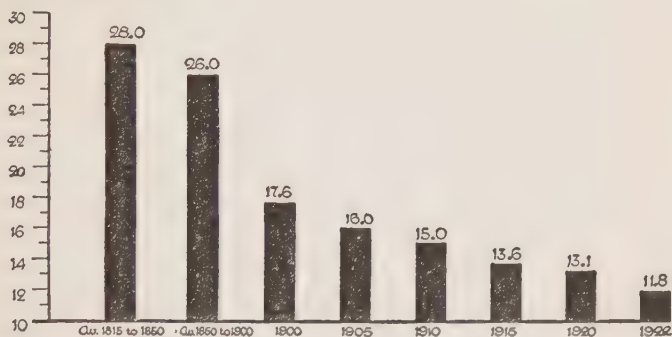
United States Senator Copeland, formerly Commissioner of Health of the City of New York, said recently that the emphasis in all health department work at present is upon health maintenance rather than upon curing disease.

In education, health preservation work now begins with the child as soon as he enters school in the better type of communities, and ranges all the way from training in simple hygienic observances to thorough physical and health examinations and corrective measures. The results of the effort to improve the health conditions in America, through our schools and other agencies, during the past century are very encouraging. The reduction in death rate is shown graphically in the chart¹ shown on page 83.

¹Journal of the National Education Association, May, 1927, p. 150

THE FOUNDATION FOR HEALTHFUL LIVING IS LAID IN THE PUBLIC SCHOOL

Yearly Death Rate
Per 1000 People



"Health as a rule is a purchasable commodity and
the price is education."

*Division of Research
National Education Association*

POPULARITY OF THE MOVEMENT ENCOURAGES MORE EXTENDED WORK IN EDUCATION

Industry has likewise become awake to the value of health maintenance among the working masses, and similar examinations and corrective measures are now common in up-to-date business establishments. A survey just made public by the Metropolitan Life Insurance Company makes the astounding announcement that in nine and one-half years, under modern influences promotive of health and longevity, the "expectation of life" among industrials in America has increased eight and one-half years—in other words, longevity among industrials has increased nearly a year every year during that period. This is the greatest increase in the life span since the age-long trend toward constantly shortening human life was checked about the close of the dark ages and the pendulum began to swing the other way. If this same splendid

rate of increase in longevity could be maintained for *all* classes for the next hundred years, between eighty and ninety years would be added to our present average duration of life and we would, as a race, be living to be 140 to 150 years old on the average. This increase in the life span has been shown to be not an increase of that number of years in the old-age or inactive and unproductive period, but largely to the active, producing stage in our lives.

This addition of eight and one-half years to the length of life for our workers within a single decade not only means an incalculable addition to the comfort and happiness of the workers themselves, but it represents a money saving for industry running into billions of dollars. This, in turn, means an enlarged contribution to the common inheritance amounting to a good part of those increased billions. According to the tables prepared by Dr. Eugene Lyman Fisk, the four leading communicable diseases alone produce an annual loss of nearly a billion dollars as follows:

Tuberculosis	\$500,000,000
Typhoid fever	135,000,000
Malaria	100,000,000
Hookworm	250,000,000

When the record is extended to cover our generation, twenty-six billions of dollars, according to this writer's tables, are chargeable to tuberculosis alone and proportionately huge amounts to all the rest, at least 75 per cent of which he estimates is practically preventable. It takes only a moment's reflection to see what churches, schools, museums, and other agencies of civilization we should have had now if in the past these unnecessary losses had been prevented and the money used to benefit humanity. The fact about this lengthening of the life span among our workers which should give educators serious concern is that this improvement is not shown among our educated and particularly among our leisure and semileisure classes. It is therefore to the health of these classes

that particular attention should now be given, and it requires no argument to prove that the place to begin is in our schools during the school age period. It is during this period that, on the one hand, most of the beginnings of health impairment take place or the bad health habits are formed that result in the chronic or persistent diseases of later life, and, on the other hand, it is then that it is easiest to induce generation after generation of our young people to indulge in those sports, recreations, and amusements that will build up healthy, disease-resisting bodies and minds. Health in the grade school age is being fairly well cared for by the powerful American Child Health Association, and other agencies. Although there are forty or more national and regional organizations interesting themselves directly or indirectly in the health of our young people of high school and college age, apparently not one of them is sufficiently well financed to do for the students of this more advanced school age what is being done for the grade children.

The most urgent need right now would seem to be the organization of a movement which would bring into one campaign all of these organizations and secure sufficient funds with which to carry on student health work in the high schools, colleges, and universities as effectively as is now being done in the elementary schools. While the public generally and the conservative element in it particularly are only slowly awakening to the needs of health work among our students, those engaged in this field are almost to a man emphatically awake and chafing because with the procedure well developed for eliminating health impairment and expanding health promotion activities, those who could furnish the money for the necessary expansion of the health service to carry forward these plans do not seem awake to the opportunity.

A survey made by the author, in 1925, of 331 secondary and higher schools of the United States, about evenly divided between the two groups and represent-

ing a school population of 410,968, and giving a very reliable cross-section of the secondary and higher schools of the country, showed that, with few exceptions, the secondary schools and almost to as great a degree the institutions of higher education were furnishing inadequate space, equipment, personnel, and instruction in personal health to carry on even the old type of student health service, and still fewer were prepared to maintain the full positive health service contemplated in the new movement.

HEALTH NEEDS OF STUDENTS AND MEANS OF MEETING THEM

The fact revealed by the army draft that one-third of American men between twenty-one and thirty-one years of age, on account of defective physical or health conditions, were disqualified for war service greatly stimulated the efforts then in progress to determine at what stages in the life of youth these defects had their origin. The latest statistics indicate that out of our school population of approximately 22,000,000 fully 16,000,000 show physical or mental defects requiring attention. As has already been pointed out, the time and place to discover and remedy these defects is during these school years, and if this is not being sufficiently looked after in the homes, then the schools should do it. D. F. Smiley, M. D., medical director for Cornell University, gives the following aims of the new health education.¹

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life.

¹U. S. Public Health Reports, Vol. 41, No. 47, p. 2631.

3. To influence parents and other adults, through the health education program for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.

4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation, a healthier and fitter nation and race.

In order that a student may develop and maintain perfect health the same authority gives the following as the student's health needs:¹

1. HEALTHFUL LIVING CONDITIONS:

Good food at reasonable prices.
Sanitary water and milk supply.
Clean dining rooms and food handlers.
Healthful study rooms and classrooms.

2. ADEQUATE HEALTH SERVICE:

Health advice.
Infirmary services.
Medical examination service and laboratory service.
Communicable-disease control.

3. WELL-ADJUSTED ACTIVITIES:

Congenial studies.
Suitable physical exercise.
Wholesome recreation and sociability.
Thoughtful religious study and discussion.

4. EFFECTIVE HEALTH INSTRUCTION:

General biology.
Human anatomy.
Human physiology.
General bacteriology.
Personal hygiene.
Sanitation.
Public health.

Just what a college student should know about health is summarized by Dr. Livingston Farrand, president of Cornell University as follows:²

¹*Ibid.* p. 2632.

²*Ibid.* p. 2641.

1. He should have a knowledge of the physiological basis for sound health habits, such as regular and sufficient hours of sleep, right posture, suitable exercise, and proper elimination.

2. He should know the types, amounts, and proportions of the various food elements essential to the proper nurture of his body.

3. He should have an acquaintance with the principles of normal mental action and the conditions underlying the more common variations from normal state of mind.

4. He should have a general understanding of the sex instinct—its stages of development, its normal expression, and the values and penalties attaching to it.

5. He should have a knowledge of the factors determining infection and resistance and the principles of artificial immunization in the case of certain of the common infectious disease.

6. He should have enough knowledge of the causes and prevention of the degenerative diseases to offer a prospect of passing through middle life without a breakdown.

7. He should know, and therefore be armed against, health hazards lurking in the environment, such as polluted water and milk supply, congestion in housing, poisonous dusts of certain industries, infected soil, etc.

8. He should appreciate the necessity for frequent medical and dental examination.

9. He should have an intelligent basis for choosing wisely his medical and dental advisers, and for realizing that the modern practice of medicine is grounded on science and not on mystery, fancy, and tradition.

10. He should have a knowledge of the important health problems facing the community, of the methods of attacking those problems, and of the results to be expected from intelligent community action in the public health field.

Appendix A is an outline of the main essentials of personal hygiene that every student should possess of both theory and practice by the end of her course, as worked out by the Massachusetts Committee on Preparation of Teachers.¹ This outline will be found ex-

¹Minimum essentials for physical education in normal schools. Bulletin 1924, No. 6 of the Massachusetts Department of Education, pp. 4-19.

tremely helpful and suggestive for those charged with the duty of formulating positive health programs for schools. One of the fundamentals of positive student health service is the elimination of *all* bad health habits and the establishment of good ones in every student so far as this is humanly possible.

Appendix D gives a very complete list of health habits and activities for students of secondary and higher schools which in many cases are connected up with the elementary school health-habit-formation work to give continuity to this important fundamental. Student health service executives, workers, instructors in courses having a bearing on student health, and all others interested in health-habit formation will find it possible with this list before them to make up the list of health habits their special work demands.

Where the instruction in health matters must be given largely by lectures, the list of lecture topics given by Dr. Smiley,¹ and quoted in full in Appendix B will be of help.

ELEMENTS OF STUDENT HEALTH SERVICE

While neither the school administrative officers nor the specialists in the field of student health service are agreed as to the basis for the organization of the work, the relation to be sustained to each other of the several branches of the work in the school, and the personnel to be permanently or temporarily employed, there is gratifying agreement as to the elements of the work itself.

As a foundation for this service a thorough health inventory of each girl should be made at entrance and repeated at stated intervals by a competent physician or other qualified person. This examination or inventory should be such as to indicate the means the

¹U. S. Public Health Reports, Vol 47, No. 41 p. 2642

student should employ to create a physical machine of highest efficiency.

The standardized health examination form adopted by the Women's Foundation for Health and the physical examination form adopted by the American Physical Education Association will be found in Appendix E and therefore make any extended discussion of the subject here unnecessary. The health examination as given by Dr. Smiley and his assistants at Cornell, and as given in some other schools with sufficient thoroughness to serve as the basis for the student health service contemplated in the new movement, requires about forty minutes for each entering student, and thirty minutes for those who have previously been thoroughly examined.¹ Where less time is taken there is danger that incipient health impairments may be overlooked, tending to defeat the purpose of this movement to bring all our student body up to their possible maximum of health and maintain it during their school life.

These examinations should be completed during the early days of the school year for those students matriculating then and during the early days of succeeding semesters for midyear entrants, so that both the faculty and the students will know the health condition and thus be able to adapt the scholastic load, extracurricular activities, and recreational program to the exact condition of each student.

In most schools this will necessitate the employment of town physicians and specialists to help with the examinations during these brief periods. As stated elsewhere, it must be expected that there will be some opposition to overcome in communities where the new program has not yet become established, and where public monies must be drawn upon to pay for this extra professional help, but statistics are rapidly becoming available which prove that, by far and large,

¹U. S. Public Health Reports, Vol. 41, No. 47, p. 2636.

any community supporting this thoroughgoing program consistently pays much less for doctors and medicines than under the old hit-or-miss order of things, and in the end saves its citizens incalculable suffering, worry, and economic loss.

When defects are found there should be follow-up work to discover whether the suggestions for removing the defect, or for relieving the evil effects of it, have been followed or whether other suggestions should be made. This will necessitate a close and intimate knowledge of students' health-habits and will lead to sympathetic cooperation with them in establishing the ones that will be most helpful. One can readily see that this knowledge of a student's needs and habits can best come from having her working, eating, recreational, and rest conditions more or less under the direct control of the school. Modern school health methods are making this possible without objectionable paternalism or interference with the student's independence. These health activities include not only the usual health talks and lectures by health experts, but the use of moving pictures, exhibitions, and other educational and concrete means adapted to secure effective reactions.

The personal interview will continue to be the most effective way to bring results in cases which do not yield to group methods, but one advantage of group treatment of certain health topics is that it gives suggestions to the whole group, thus bringing about common understanding and practice. This tends to make the adoption of these hygienic observances easier, as it stimulates group interest and cooperation in health upbuilding for the entire student body. More appealing to the students than talks *about* health and more certain to bring the desired results are the installation and upkeep of the best equipment possible for games and sports, both outdoor and indoor, with every encouragement from the faculty to secure general use *by all the students* of this equipment.

Upon making a study of this phase of the positive health program the author found that there was need for a much more complete, assemblage of data for the use of school administrative officers and others interested in rounding out the space, equipment, and personnel of student health service. A tentative list was therefore prepared and submitted to over a hundred educational authorities and specialists in this field for their criticism and further extension. The resulting list is shown in Appendix G. The smaller schools will find it possible to develop only a portion of the service contemplated in this list, but it has been made complete enough to enable the larger colleges and universities to check up their space, equipment, etc., to ascertain what they must add in order to be able to carry a full positive health service.

ORGANIZATION AND OPERATION OF STUDENT HEALTH SERVICE

The reports received during the author's survey of student health service¹ indicate that this service is carried on more or less thoroughly under various conditions. Even schools of the same size and operating under very similar conditions seldom reported the same kind of health service. Until recently there has been little effort towards standardizing this service. Massachusetts has begun the standardization of its public school and teacher-training school health service. New York, Virginia, and several other states have also made a beginning, but this trend has not yet become at all general in the institutions of higher education.

For over three years Dr. Storey for the Presidents' Committee of Fifty on College Hygiene, for the American Student Health Association, for the National

¹Student Health Service in the United States. National Association of Deans of Women, 1634 I St., N. W., Washington, D. C., 1925.

Collegiate Athletic Association, and for the Society of Directors of Physical Education in Colleges, has been at work on a survey¹ of this field, the report of which is now available. This study gives us a basis for some sort of standardization for health service in the institutions of higher education.

At present the numerous kinds of service fall roughly into two groups: (1) centralized service control, (2) cooperative service control.

Centralized Student Health Service.—In the centralized service, whatever the variations, some one head, or possibly two heads, have charge of the service and this central control secures what help and support it can from those other departments, a part or all of whose work logically forms a part of the student health service. In an increasingly large number of the leading universities there is a director or supervisor of student health, by whatever name known, who has power to call upon the contributing departments for their share of the service, and amalgamate it into a unit service. There are so few individuals in the country qualified by natural endowment, training, and experience to fill this office that institutions which would adopt this form of organization cannot do so at present. This executive must be possessed of such attainments that the school physicians and nurses, the specialists, the directors of physical education, the instructors conducting courses having a bearing on the individual health of the students, and all others in any way connected with the service will look up to and respect him. As early as 1909 the University of Pennsylvania began offering courses calculated as a preparation for this position and several universities have since followed suit, but these courses are more often than otherwise one-year or at most two-year courses.

¹Thomas A. Storey, M. D., Ph. D. "The Status of Hygiene Programs in Institutions of Higher Education in The United States."

and rather general in character and often not requiring any previous professional or technical training, whereas a successful director or supervisor should be at least a graduate physician and a graduate physical director.

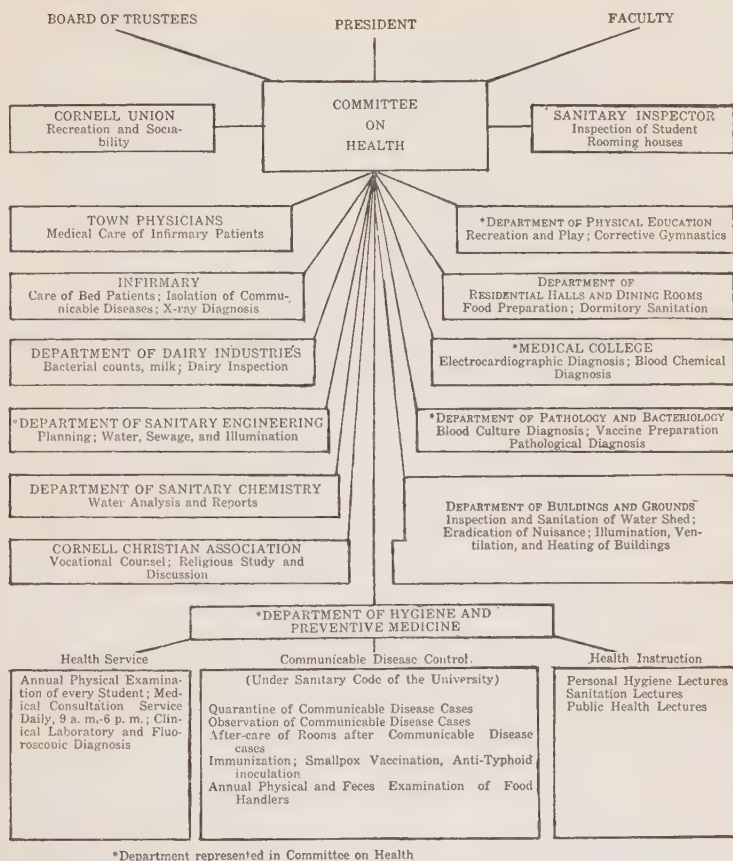
With the right kind of director and with hearty co-operation of the other interested departments this would seem to be the best form of organization and operation. He should have under his supervision not only the ordinary health activities but practically all recreational and athletic activities as well, in order that these may all be coordinated to carry out to the fullest possible extent the new type of health work.

Cooperative Student Health Service.—Where it has been found impossible to develop a centralized service, institutions have done the next best thing and, under a committee of health, by whatever name known, have drawn together the departments capable of contributing to the general student health service, including those of student health, of physical education, of hygiene, of medicine, of sanitation, of dietetics, etc., and have worked out a program of cooperation whereby a fairly satisfactory health service has been made available to the student body. The following chart, prepared by Dr. Smiley,¹ shows graphically how this organization is effected.

The one disquieting feature of this type of student health control is the tendency of the sections of competitive, extramural games, which in our larger institutions have become highly commercialized, to break away from the general field of athletics and bend all their energies to developing, not all-round healthy men, but supermen in the various athletic classifications, in which process health is too often lost sight of.

¹U. S. Public Health Reports, Vol. 41, No. 47, p. 2634.

HEALTH OF THE STUDENT BODY AND SANITATION OF THE UNIVERSITY COMMUNITY



DIRECTOR OF STUDENT HEALTH SERVICE

The remedy for this second less satisfactory plan would seem to be the abandonment of the cooperative arrangement and the employment in all the larger secondary schools, colleges, and universities of a director of student health service with the qualifications, experience, and personality which would make him able to unify the service in all its departments.

Dr. Sundwall's¹ conclusion is that in most cases neither the physical director, nurse nor teacher of hygiene is adequately trained to direct an efficient school health agency. In order to meet the future demands in efficient health teaching and administration he says it seems to be the wise procedure to look forward towards the training of a new individual who can both teach and supervise health promotion and disease prevention in all its various phases including both the physical education and medical aspects.

Activities of the Director of Student Health Service.—The system of standardized abbreviations and symbols adopted throughout the book is used here. (For explanation see page XIV of the Preface.)

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	ACTIVITIES OF THE DIRECTOR OF STUDENT HEALTH SERVICE
S	H	<input type="checkbox"/>	o	O	M		1. To serve as the head and chief executive officer of the entire student health service of the school.
S	H	<input type="checkbox"/>	o	O	M		2. To plan and supervise the operation of a complete physical and mental health service for the entire student body and, when requested, for the faculty and administrative officers of the school also.
S	H	<input type="checkbox"/>	o	O	M		3. To have full oversight of all curative, preventive, and promotive health activities, including the making of health, physical, and other examinations of students, faculty and executives.

¹John Sundwall, M. D. Director of the Division of Hygiene and Public Health, University of Michigan, Training of Supervisors of Student Health and Physical Education Activities, American Physical Education Review, November, 1922.

S	H	<input type="checkbox"/>	o	O		4. To supervise making and keeping the necessary records and to initiate and carry on an effective follow-up program.
S	H	<input type="checkbox"/>	o	O	M	5. To see that the grounds and space in the school buildings necessary for carrying on an adequate student health service are provided and that they are kept in satisfactory condition.
S	H	<input type="checkbox"/>	o	O	M	6. To supervise the purchase of the necessary equipment, apparatus, etc. for all health, medical, and physical examinations, and for the hospital, infirmary, and other provision for caring for those requiring curative work and for all medicines, etc. needed in the student health service, unless otherwise provided for.
S	H	<input type="checkbox"/>	o	O		7. To see that all skilled, semiskilled, and unskilled helpers required in and about the student health service are carefully selected and employed (unless this duty devolves upon some other functionary) and trained properly to perform the duties required of them.
S	H	<input type="checkbox"/>	o	O	M	8. To supervise giving of health, medical, and physical examinations by physicians, specialists, and others, the interpreting of findings and where physical, nervous, or mental health impairment or the necessity for health-upbuilding processes are revealed, prescribing the proper remedies and activities.
S	H	<input type="checkbox"/>	o	O	M	9. To supervise the isolation of all cases of infectious, contagious, and other communicable diseases and where desirable to send home any students that are a menace to the school or that cannot receive proper attention from the health agencies of the school or community.
S	H	<input type="checkbox"/>	o	O		10. To supervise the disinfecting where necessary of all school buildings and rooms where cases of infectious and contagious diseases have occurred, unless otherwise provided for.
S	H	<input type="checkbox"/>	o	O	M	11. To supervise a system whereby health impairments will be immediately reported when they occur and the cases attended to.

S	H	<input type="checkbox"/>	o	O		12. To supervise all first-aid emergency facilities.
S	H	<input type="checkbox"/>	o	O		13. To see to it that all students are instructed as to the proper care of their hair, teeth, nails and skin; that the students are warned against the use of nostrums and other proprietary medicines, cosmetics, and other articles that may unfavorably affect the health until advised by a physician.
S	H	<input type="checkbox"/>	o	O	M	14. To put in operation means of teaching the students correct posture and the elimination of wrong posture.
S	H	<input type="checkbox"/>	o	O	M	15. To supervise the hospital, infirmary, and any other facilities provided by the school to care for the more severe cases of health impairment among the students, faculty, and administrative officers where the school provides such facilities, and where they are not provided by the school then to make the necessary arrangements with the community or other outside authorities to care for such cases.
S	H	<input type="checkbox"/>	o	O		16. To act as adviser to the faculty and administrative officers of the school in health and physical education matters.
S	H	<input type="checkbox"/>	o	O	M	17. To have general oversight of the diet of the students and by proper inspections conducted under his direction to see to it that an abundant well-balanced diet is provided in all general and private eating places patronized by the students and in private homes where students reside and eat.
S	H	<input type="checkbox"/>	o	O	M	18. To supervise the recreation of the students and inform them regarding the facilities the school and community afford for healthful recreation, relaxation, amusement, and entertainment; to cooperate with the dean, the dean of women, and the other administrative officers in protecting students from those of unwholesome and improper character.
S	H	<input type="checkbox"/>	o	O		19. To cooperate with the librarian and other administrative officers and members of the faculty giving instruction in subjects closely related to personal health in securing and making avail-

						able to all students inspiring and instructive books, pamphlets, and periodical literature covering the entire field of student health.
S	H	<input type="checkbox"/>	o	O		20. When duly authorized by the school administration, to meet with and discuss with the community authorities general health and sanitary matters which will tend to make the community, and particularly the neighborhood of the school, healthful, sanitary, and free from nuisances or other undesirable conditions.
S	H	<input type="checkbox"/>	o	O		21. To address national, regional, or other organizations operating in the fields of health or physical education upon subjects which will tend to make all kinds of health work and particularly the new positive health work throughout the country more effective.
S	H	<input type="checkbox"/>	o	O		22. To arrange for prominent physicians, specialists, and other experts to address the students on questions of general or individual health.
S	H	<input type="checkbox"/>	o	O		23. To give one or more courses in personal hygiene emphasizing health promotion.
S	H	<input type="checkbox"/>	o	O		24. In cooperation with the other administrative officers of the school to arrange for courses of study embracing all or such part of the subjects listed in Appendix B as are deemed advisable to be given, and to insist that graduation shall depend upon mastery of all of the essential health facts listed on page 88 (what students should know about health matters before graduation.)
S	H	<input type="checkbox"/>	o	O		25. In cooperation with the administrative officers of the school to work out an adequate system of sanitation for the school buildings, grounds, and contiguous territory.
S	H	<input type="checkbox"/>	o	O	M	26. To supervise the inspection of residence halls and other student housing, including approved rooming houses, to make sure that they and the neighborhood in which they are located are sanitary and provided with proper outlook, air, light, and other hygienic essentials.

S	H	<input type="checkbox"/>	o	O		27.	To familiarize himself with all national, state, municipal, and other laws and ordinances having a bearing on health and see that the school observes them and that it takes advantage of them in building up a wholesome, sanitary environment for the school.
S	H	<input type="checkbox"/>	o	O	M	28.	Where several schools are under his supervision, to direct these health activities as far as applicable in all of them; to work out a uniform system of records (interchangeable if possible); to schedule the visits of the school physician and nurse; and to make any other provisions that will strengthen the student health service of the entire school system.

MINIMUM QUALIFICATIONS OF DIRECTOR OF STUDENT HEALTH SERVICE

1. Age:

30 years or older.

2. Education:

Full college education.

Complete medical course in some recognized school of medicine.

Complete physical education course in some recognized physical education school or its equivalent.

Special courses or their equivalents:

Psychiatry, one year or sufficient study to master modern methods of discovering the beginnings or existence of nervous and mental disturbances and of prescribing the necessary relief.

Business administration, one year or its equivalent.

Present-day educational management, ideals, policies, methods, and accomplishments.

3. Experience:

Sufficient practice of medicine and surgery to become thoroughly familiar with the diagnosis of students' diseases, with the methods of treating them and with the best methods of performing the ordinary surgical operations.

At least brief practice in giving health, medical, and physical examinations and recording the results of the same and in prescribing any necessary remedies or remedial or upbuilding activities where physical, nervous, or mental health impairments are revealed, or the desirability of health upbuilding is shown.

In order to safeguard the health interests of participants in competitive sports and games, to be familiar with the preparation of participants for such games and sports, and with the arrangements and conduct of such games and sports.

One year, at least, or its equivalent, in an executive position requiring the direction and coordination of diverse groups and interests showing ability to exercise successful authority over subordinates of more than usual intelligence and independence.

4. Personal appearance, voice, health, and habits:

Carriage erect, free, and indicative of thorough physical training and superabundant vitality.

Manners unexceptionable, being such as to win the respect of young and old.

Body, hair, face, nails, and teeth properly kept.

Dress suitable, becoming, attractive, modern, not freakish nor conspicuous.

Health as near 100 per cent perfect as it is humanly possible for it to be.

Habits above criticism.

Voice well modulated but authoritative and capable of commanding respect and obedience.

5. Mental traits: Far more than the average of—

Activity.

Affability, courtesy, kindness, sympathy.

Aggressiveness, decisiveness, courage, daring, endurance, firmness, forcefulness, independence.

Alertness, attention, keenness, observation, vigilance.

Business ability, management.

Cleanliness.

Concentration.

Constraint, deliberateness, moderation, patience, self-control.

Dependableness, trustworthiness.

Dexterity, skill, technic.

Discretion, tact.

Diligence, industry.

Earnestness.

Efficiency.

Executive ability.

Fairness.

Foresight.

Frankness, genuineness, sincerity.

Helpfulness.

Honor.
 Impartiality.
 Initiative.
 Inspiration, magnetism.
 Judgment.
 Leadership.
 Loyalty.
 Method, orderliness, system.
 Optimism.
 Originality, resourcefulness.
 Perseverance.
 Persuasiveness.
 Quickness in mental processes.
 Reasonableness.
 Receptivity.
 Sagacity, self-confidence, strong personality.
 Teachableness, willingness.
 Thoroughness.
 Unselfishness.
 Vigor, virility.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

6. Further education:

Special courses or their equivalents, each one year:
 Educational sociology.
 Advanced psychology.
 Psychiatric case study.

7. Further experience:

Director of physical education	$\left\{ \begin{array}{l} \text{At least one} \\ \text{year or} \\ \text{its equivalent.} \end{array} \right.$
Coach of teams in competitive sports	
School physician	
Teaching courses in higher education	
Practical sanitation	
Addressing public assemblies	

Scholastic Work that Interferes with Health Promotion.—This movement toward a stronger physical development of the youth of America is threatened by the same forces among the administrative officers and instructors in our educational institutions as were chiefly responsible for the existence of the poorly developed men that the army draft revealed. These forces

comprise those educators who insist upon intellectual attainments at the expense of health and physical development. By insisting upon the perfect preparation of lessons of undue length, instructors of this type have many times, unwittingly perhaps, compelled students to give up their hours of necessary recreation and little by little to undermine their health, thus offsetting the efforts of those administrative officers and instructors engaged in the work of upbuilding the students physically. Indeed, there are still instructors in our institutions of higher learning who think they have not done their full duty by their students until they have destroyed all ambition, as well as ability, in their students to engage in athletic sports and other health-building recreations, and have broken up many habits that lead to physical soundness, and have sent them out into the world weak in body, with little but a pair of owl goggles to commend them to the practical people who are doing the world's work.

Adaptation of Health Service to Varying Situations.—It goes without saying that our smaller colleges and universities cannot maintain in its entirety the health organization outlined above. In every such school, however, it is possible to have either some form of centralized administration with the school physician, the director of physical education, or some other member of the staff or of the faculty at its head, or it may organize a cooperative administration with a health committee to work out the unification of the service. There is, therefore, no reason why even the smallest schools should not prepare to carry on their part in the general movement for a more effective health service in our educational institutions. These smaller schools, too, will be able to avail themselves of the suggestions offered in Appendices A to G. By carefully studying these sources of information, they can determine what of all the matter offered there they can adopt in rounding out their student health service including equipment, personnel, etc.

The Part of the Dean and Adviser in This Enlarged Student Health Service.—It is plain that what started a generation ago as a part of the work of the dean or adviser has, in our larger institutions, grown almost wholly beyond her field. In such cases, however, she should either be at the head of the student health service for women, or have an assistant who is or else retain a very close advisory relation to it. Girls and young women require recreation enough different from that advised for boys and young men and especially different games and competitive sports, to make it necessary that the dean have at least oversight of these activities. More and more every year our state education departments and other authoritative bodies are emphasizing the necessity for carefully selected exercises and games for girls and women as their new spirit of independence and freedom leads them more and more into untried fields of activity. Pages 138 and 142 are devoted to lists of activities which girls of various ages and young women may safely engage in or from which they should abstain.

In our smaller schools the deans and advisers are still at the head of the student health service for women, and upon them will rest the responsibility of inaugurating so far as possible the new movement in their institutions.

MENTAL HYGIENE

Mental Derangements Often Due to Wrong Educational Processes.—Statistics reveal the fact that there are 292,680 mentally deranged people in the United States. It is probable that an appalling number of these unfortunates owe their condition to the failure of their teachers to give them in their formative years the understanding and the treatment which would have averted this disaster. Teachers often assign and require regular work of them beyond their ability to perform and then by ridicule or sarcasm attempt to

drive them to the accomplishment of the impossible, with the result that these pupils live in such an atmosphere of failure and condemnation that they become by stages morbid and many of them actually insane. Add to these the multitude of others not actually adjudged insane but who go through life morose, temperamental, or otherwise not well balanced mentally, due perhaps to the same lack of understanding and assistance, and it must be plain that in every school there should be some thoroughly qualified administrative officer to check this dangerous practice. Valuable material having a bearing upon the early manifestations of mental derangements will be found in the bibliographies of Chapters I and XII.

Wrong Environment Another Cause.—Environment may also be a cause of mental strain. It is undoubtedly true that beautiful and restful room furnishings increase the student's power of accomplishment and reduce mental strain. Because these effects of mental strain are not immediately discovered or appreciated as impaired powers of accomplishment, by the teachers through the student's poor recitations and failures in tests, they are no less serious and should have the early attention of the proper authority for their correction.

Irritating room mates, companions, matrons, and others with whom the girls are forced to associate constitute another fruitful cause of mental strain. The dean is the logical officer to deal with these matters and should have full authority to change the personnel of a girl's surroundings and, where the importance of the case justifies it, even including her teachers, whenever it becomes evident that she is suffering from such a strain. No mere matter of rules and regulations should be permitted to stand in the way. This is too vital a matter to be subordinated to routine regulations. To do this successfully the dean should first of all be thoroughly conversant with every course offered in the curriculum and with the way the several teach-

ers handle these courses. She should furthermore be a thorough and persistent student of psychology, especially of the newer discoveries in this field and of modern methods of preventing mental impairment; and while she need not be a professional psychiatrist, she should also be thoroughly acquainted with the findings in this field of study. By thus preparing herself to perform this function of her office with fearlessness and thoroughness and securing the necessary authority to serve as impartial adjuster of the work of the girls, a large part of the mental injury now being thus ignorantly, carelessly, or thoughtlessly done them by their teachers and instructors can be avoided. Deans should have ample authority to act in such cases and exercise this authority much more freely than has been commonly done. Pleasurable athletics, recreations, and amusements are the very best reliefs from both normal and abnormal mental tensions and should be prescribed and insisted upon where the dean discovers that the neurotic student has for any reason neglected them.

SOCIAL HYGIENE

Through the effective efforts of the American Social Hygiene Association, supported by the social hygiene committees of the colleges and universities, notable progress has been made in recent years in the matter of sex education in the institutions of higher education. In 1922 the interfraternity conference, through the committee on social hygiene, addressed to administrators and faculties in American schools an appeal¹ for an advance along the whole line of sex education. This committee requested the American Social Hygiene Association, as the nation-wide exponent in this field, to examine the appeal, and if it approved it, to present it to the colleges and universities. The Association consented to do this, heartily approved the proposition, and in 1923 placed it before the presidents

¹Pamphlet Interfraternity Conference, 120 Broadway, New York, N. Y.

and deans of 479 of the leading institutions of higher education. Responses were received from 202 of these generally approving the plan proposed. The plan was then submitted by the Association to the social hygiene committees of these institutions already in existence or, where necessary, organized for the purpose, to be studied by them and reported on with any suggestions they chose to make. These reports were then carefully studied and the original plan modified, in the light of these suggestions. This painstaking effort resulted in the preparation of two outlines or syllabi to cover the entire four-year college course, one a full course and the other an abridged one participated in by the several departments and instructors whose work presented the best opportunities for the development of this special sex education. These syllabi will be found in Appendix F. The educational world has at last what it has needed from the first, a sane, effective plan for imparting to its young people the essential sex information in a way that is as free as possible from objections.

It is planned to give this social hygiene education in its entirety or in modified form in these two hundred and more schools and in as many others as can be induced to offer it, making any necessary adjustments as experience shows there is room for improvement, thus bringing in a new era for our people in this vexed matter. Deans and advisers are urged to make a careful examination of this plan and if their institutions are not already cooperating in this movement to try to induce them to do so.

FOLLOW-UP WORK

After the discovery of faulty mental and hygienic habits, or mental and physical defects, follow-up work is important. It is of little value to discover bad habits and defects. It is of immense value to see that such defects as are discovered are remedied. There are three

general phases of follow-up work for secondary schools where the students live at home: (1) notifying parents or guardians when a defect is discovered, (2) conferring with parents or guardians at the school or at the physician's office, and (3) having the nurse visit the parents after the notification and the conference as a substitute for one or both.

For a school whose students are housed under its direct care the procedure is somewhat different. There will be notifications of parents, with conferences where possible, but the nurse, the physician, and the dean can themselves make conditions such that certain defects caused by failure to follow proper hygienic practices can be remedied. Corrective methods for many physical defects are well within the possibilities of almost any school and through securing the cooperation of the physical director and others working in any department of the school having to do with various phases of the physical or mental well-being of the student such methods should be provided and used. Those students requiring more serious treatment should be sent home to their own family physicians. Better than any other plan is the one which leads the student to work actively in his own interests. A specific plan for securing this student cooperation in the corrective and health-building process is to give them score cards or sheets on which are listed the activities and conditions incident to the health-building process, with space provided on the card for a report of the findings regarding their physical and health examination and the specific defects needing correction. These specific items will include those of diet, sleep, exercise, recreations, hours for work, etc. on which the student is to concentrate and report. In such a vital matter as health-building and the acquisition of valuable health habits it would seem that the intelligent cooperation of the students is the only sensible objective to set before them. Hence, a frank and accurate statement should be given them showing exactly where they stand, to-

gether with a specific round of activities for them to follow and report upon in correcting their defects and in building up health. One authority considers being healthy a part of good citizenship and therefore a question of ethics.

OBJECTIVE IN HEALTH MAINTENANCE WORK

It is difficult to treat the subject of health maintenance work adequately in a general work of this character. The dean's relation to health work in different schools ranges all the way from complete control of every sort, including doing the work of a nurse in many small schools, to that of only supervising those in charge and giving only occasional personal advice to her students. Each dean should put in operation the maximum of health maintenance methods possible with her equipment and help.

Such increasingly good results are following the application of these modern health maintenance agencies that it is now almost within the realm of possibility that a dean who determines to do so and has the hearty cooperation of her girls and of her associates can largely eliminate both inherited and acquired physical and mental diseases from her students. This seems no doubt a large order, but it is possible by the use of modern methods and is certainly worth the effort it will cost.

THE MEDICAL ADVISER OR SCHOOL PHYSICIAN

Where the dean has two hundred or more girls to care for and in some cases where she has fewer she should have a medical adviser giving at least part of his or her time to the health maintenance and hygienic work of the school. For larger schools, a specially prepared school physician acting as director of student health service and giving his or her entire time to the care of the students should be employed.

In city secondary schools this work is generally done under the supervision of the health officer of the school board and the dean has little or nothing to do with it. Even in such a case the dean should take an active interest in the health of the girls and seek to cooperate with any who are officially responsible for the health maintenance work. In smaller towns, however, especially where there is no county or district health officer for schools, the dean would usually be in charge of this work in her school.

It is quite essential that the strength, energy and judgment of the director of student health service, the school physician or medical adviser, where one is employed, should not be allowed to be dissipated on small details and minor duties which can be cared for by others whose time is less valuable.

In the Manual of Instruction for school physicians, etc., prepared for the Indiana State Board of Education and Board of Health in 1911, the following are given as the general duties of the public school physician. Most of those noted below refer equally to his duties in both secondary and higher school health work. He should examine all school children as soon as practicable after their first admission to school. This examination should take note of said children as to cleanliness, obvious physical defects, as physical deformities, conditions of nose and throat and teeth, ear discharge, squints, general fitness for school life, and previous medical history. Measurement of height and weight should also be recorded. This first examination should be conducted in the presence of the parents or family physician, if so desired. The school physician should make at least one examination of each student annually and a special examination of students (1) who show signs of being in ill health or of suffering from infectious or contagious diseases, (2) or who are returning to school after absence on account of illness or from unknown causes.

Since this is pioneer work in the line of standardizing the activities of the dean's assistants it is quite impossible to establish standards for these positions that will fit every possible local condition that may arise. The aim has been to make the ideal list for all schools and offer that as a help to schools trying to give the young people the best service in health maintenance and health upbuilding. As the study of the activities of the physician or medical adviser, nurse, and other workers in the fields of welfare work for girls progresses well-organized and completed lists will gradually develop.

Activities of the School (or House) Physicians or Medical Adviser.—The system of standardized abbreviations and symbols adopted throughout the book is used here (For explanation see page XIV of the Preface.)

ACTIVITIES OF SCHOOL (OR HOUSE) PHYSICIAN OR MEDICAL ADVISER UNDER THE DIREC- TION OR SUPERVISION OF THE DI- RECTOR OF STUDENT HEALTH SERVICE, IF ANY							
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	□	□	o	O	M	1. To supervise the health work on behalf of the girls either personally or in conjunction with the school nurse or other members of the staff employed for the purpose, if any.
S	H	□	□	o	O	M	2. To make physical and health examinations of students, keeping accurate records of the results in form for the use of the dean and other administrative officers of the school and, where thought advisable, sending a copy of each student's record and subsequent changes to her parents or guardian. To make prompt examination and diagnosis of all students referred to him; and such further examination of teachers, janitors, and school buildings as in his opinion the protection of the health of the pupils may require.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To recommend proper corrective practices or remedies for students where physical defects, bad hygienic observances or health impairments are found; and to teach the full program of health habits and hygienic observances listed in Appendices C and D.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		4. Promptly to send home any student seriously ill or suffering from any physical defect which should have the parents' or guardian's immediate attention with a report briefly setting forth the discovered facts, and advising that the family physician be consulted.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		5. To have regular daily office hours for students at such places as the school provides, at which times students may obtain free advice regarding personal health matters and free treatment of minor disorders and, in proper cases, may obtain certificates of illness explaining absence from classes and other school activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		6. To prescribe special diet for ailing students whose cases require it; and, in proper cases, to issue orders for meals to be served to such students in their rooms or in the infirmary or elsewhere than as usual in the regular dining room.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		7. To have cases of infectious colds and similar minor disorders requiring isolation attended by the nurse in the school infirmary or hospital, if there is one.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		8. To have all more serious cases which cannot be thus treated with the school facilities removed to community or nearby hospitals, if any, preferably under some arrangement between the school and the hospital authorities permitting such commitment without cost or at nominal cost to the student.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. Personally or through some other officially employed person to disinfect schoolrooms, including residence halls and other rooms or buildings belonging to the school, if there have been any cases of contagious or infectious diseases.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	10.	To advise concerning the hygienic condition of the school buildings and grounds.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	11.	To plan and carry out adequate follow-up-work.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		12.	Not only to know the solution of health problems, both public and private, but to be able to impart this knowledge acceptably and in usable form to others.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13.	To cooperate with the dean in procuring the adoption in the curriculum of courses which will support the movement for physical and mental health maintenance and general health betterment and teach one or more subjects, where desired.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14.	To give health and hygienic talks to groups of students so scheduled as to include the entire student body at least once in the course of the year, emphasizing health maintenance.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		15.	To cooperate with the dean in securing prominent physicians or other health experts of the community or nonresidents to address the students on questions of general health maintenance and other health topics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	16.	To provide the proper sex instruction for the girls either personally or in conjunction with the teachers or instructors in curricular courses embracing the subject or with the nurse, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	17.	To help the girls develop such ideals and definite qualifications for motherhood that they will later prove capable of developing like high ideals and moral strength in their own children.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18.	To teach the girls the proper care of hair, teeth, nails, and skin and warn them regarding the wrong use of cosmetics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	19.	To teach the girls correct postures in standing, sitting, walking, etc. in co-operation with the physical director and nurse, if any.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	20. To act as connecting link between the school and the community in matters affecting the health of the girls and to cooperate with the community health authorities in their efforts to establish and maintain superior health conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	21. To cooperate with the community authorities in making the town beautiful and clean and conducive to physical and mental health.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		22. To cooperate with the dean in making arrangements with the school and community library authorities to purchase and make available to the girls and young women unobjectionable books and periodicals on physiology, hygiene, and kindred subjects which will prove helpful to them.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	23. To inform the girls regarding the facilities the community affords for their physical and health upbuilding and enjoyment as students.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	24. To attend parent-teacher conferences or similar organizations for discussion of matters affecting the health of the students, especially where parent cooperation is desired.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		25. To promote health maintenance generally by giving addresses at teachers' conferences, at mothers' meetings, to civic and social clubs, and wherever the cause of the work of interesting the public in health preservation and disease prevention is being considered.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	26. Personally or in cooperation with the nurse, of any, to purchase and properly care for all medicines, drugs, supplies, and equipment for the health work among the students, unless this duty devolves upon some other functionary.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	27. In residence halls or elsewhere where student-help or other untrained or semitrained help is utilized in the health work to train and supervise such help in cooperation with the school nurse, if any.

H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	28.	In residence halls having convalescent balconies or similar quarters for student patients, to have charge of these in cooperation with the mistress-of-the-hall or school nurse, if any.	
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	29.	When so requested by the proper school authorities, to attend the duly constituted athletic events where accidents are likely to occur and give professional aid to any participants who may require it.	
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	30.	To become familiar with the state and local ordinances relating to the control of communicable diseases and the medical inspection of schools.
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	31.	To establish a community-wide sentiment in favor of school health supervision, since this is necessary in handling certain of the larger health projects. Volunteer assistance will often be needed in the solution of problems that cannot be financed by the constituted authorities or by one individual or agency alone.
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O		32.	Where several schools are under his care he should make a rapid survey of each school, to note the number and location of the facilities for carrying on his work, the enrollment and average attendance, the hours of opening and closing for the day and, in crowded city schools, where double shift or part-time arrangements brings different groups of students to the building at different times in the day, the hours when each group is there, the number and arrangement of the classes, the teaching methods regarding physiology, hygiene, and other health projects.
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O		33.	If in charge of several schools, to prepare a schedule of visits to the several schools so that teachers, students, and parents may always know in advance the day and hour when he will arrive at a given school for physical and medical examinations, for special class work for health instruction, for conferences with parents, or for other purposes.

MINIMUM QUALIFICATIONS OF THE SCHOOL PHYSICIAN OR
MEDICAL ADVISER

1. Age: 28 or older.

2. Education:

Complete medical course of some recognized school of medicine.

Special courses or their equivalents:

Physical training course, one year or sufficient to acquire a method of making physical examinations and tests of students and necessary records thereof and to prescribe the appropriate physical exercise or recreations to assure as sound health as possible.

Psychiatry, one year or sufficient to master modern methods of discovering the beginnings of nervous and mental disturbances and prescribing the necessary relief.

3. Experience:

Sufficient practice to become thoroughly familiar with diseases of girls and women and best methods of treating them.

Some executive experience.

Clinical or other experience in health maintenance work as distinguished from the curing of diseases.

4. Personal appearance, voice, and health:

Carriage erect and free.

Manners unexceptionable.

Hair, face, and nails properly kept.

Dress suitable, becoming attractive, modern not freakish, not conspicuous.

Voice well modulated.

Health above the average (rated B or higher.)

5. Mental traits: more than the average of:

Accuracy and alertness.

Affability, courtesy, and kindness.

Analytical ability.

Attention.

Capacity for wisely directing others.

Carefulness.

Cleanliness and neatness.

Concentration.

Conscientiousness.

Cooperation and helpfulness.

Dependableness and faithfulness.

Discretion and tact.

Equable temperament.
Firmness.
Friendliness.
Hopefulness.
Gentleness.
Inspiration.
Judgment.
Keeness.
Knowingness.
Love and understanding of young people.
Memory.
Moderation and self-control.
Orderliness.
Patience and perseverance.
Quickness of observation.
Reason.
Refinement.
Resourcefulness.
Skill.
Sympathy.
Thoroughness

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

6. Further education:

Special courses or their equivalent:

Educational sociology, one year.

Advanced psychology, one year.

Present-day educational management ideals and accomplishments.

7. Further experience:

Case study of mental disturbances with experimentation as to best methods of checking the tendency.

THE SCHOOL NURSE

The deans who have five hundred or more girls under their care, and sometimes a lesser number, in addition to a medical adviser or school physician should generally have a school nurse giving her whole time to the work of caring for the health of the students.

The duties of a school nurse will vary according to whether a medical adviser or school physician is or is not also employed, or whether the nurse is employed

on a full-time or part-time basis and whether her work is in a rural or urban school and whether in a large or small secondary or higher school.

The rule laid down by the surgeon of the United States Public Health Report, 1922, page 2194, provides that in our public schools there should be a school nurse for every one to two thousand school children. For secondary schools, as indicated above, there probably should be at least one nurse employed for a part or all of her time if the school has 500 or more girls in attendance and more than one nurse employed for the larger high schools. Colleges and universities which usually take more detailed care of the health of their girls should have proportionately more help in this field.

It is better to have extra nurses in any of these large schools or districts if there cannot be both extra physicians and extra nurses. The nurse is practically as capable as the physician in giving treatment for minor matters.

In the Child Health Survey of New York State the following statement is made concerning the value of the nurse in supplementing and strengthening the physician's work:

It is a quite common finding that physical examinations are more carefully made in the districts (or schools) which employ nurses to attend to the follow-up work and it is easy to understand why this should be so. The physician feels that his work is worth while because it will produce results. It cannot fail to be discouraging to examine a group of children each year and send recommendations to their parents, and find every succeeding year that no attention has been paid to them¹

Another writer,² speaking of the importance of a nurse's opportunity to serve young people in health

¹Sara Josephine Baker, M. D., and Dorothy C. Kempf, M. D., "Child Health Survey of New York State," p. 49, 1922.

²Jina Rogers Struthers, "The School Nurse," p. 236.

building, has said that the field of labor of a school nurse is a wide one, that the service she renders has an important bearing upon the mental and moral, as well as the physical development of the young; upon the school progress, the general efficiency, and the ability to assume civic and national duties and responsibilities; that a school nurse is not a trustee, nor a physician, nor a dentist, nor a principal, nor an architect, nor a physical director, but that she should know some things that come under the authority of each, because these things have an important relation to the welfare of young people for whom she should be considered in a very special way *in loco parentis*.

The employment of a school nurse provides for a type of service otherwise next to impossible to secure in any other way. While her activities listed in the following pages seem comparatively complete she can exert influences that reach into every home in the community and which cannot be reduced to a formal list. Her advice to the girls concerning a well-balanced diet and regularity of meals, proper rest and exercise, correct habits of personal hygiene, a cheerful, orderly environment, adequate self-discipline, and correct mental habits are among the matters that react wholesomely on the family life. By emphasizing the yearly examination for the girls, their parents have this idea brought home to them; by teaching the duty of immunization against smallpox, diptheria, scarlet fever, etc.; by detecting the early symptoms of illness and seeing that prompt medical and nursing care are provided; by teaching how the family and the community may be protected against infection and by insisting that all physical and mental defects shall be corrected by the family physician, dentist, or other specialist or by the assistance of dispensaries and clinics, where the family is financially unable to secure the necessary service, the nurse creates a community health condition that many times overcompensates it for the amount of the salary paid her.

Activities of School Nurse.—The system of standardized abbreviations and symbols adopted throughout the book is used here. (For explanation see page XIV of the Preface.)

ACTIVITIES OF SCHOOL NURSE							
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	1. Personally or in cooperation with or under the supervision of the director of student health service the school physician, or medical adviser, if any, to make and record the results of physical examinations.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	2. After the completion of the physical and medical examinations of the girls, to notify the parents or guardians in the case of students suffering from physical or mental defects requiring expert attention. The notification, in the case of boarding students, should be followed by personal visits of the parents at the school, if possible, or by correspondence regarding the particular cases. Where the students are day-students there should always be a personal conference with the parents.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To put into operation with the various girls or young women the health maintenance program prescribed by the school physician or medical adviser, if any, or by the dean, including the full program of health habits and hygienic observances. (See Appendix D).
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. To care for such cases of illness as are committed to her charge.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. Carefully and frequently to inspect as directed all student-housing to see that it is kept up to an established standard.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. Where there is no director of student health service, school (or house) physician, or medical adviser to issue diet instructions to matrons in all cases

							requiring special diet, and meals-in-room permits where these are necessary.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. When directed by the director of student health service, the school physician, or medical adviser, if any, to give talks to students and to those in charge of the houses where the girls live, on the best methods of preventing illness through maintaining student-house and family home conditions conducive to health.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	8. To provide the proper sex instruction for the girls either personally or in conjunction with the teachers or instructors in curriculum courses, embracing the subject or with the school physician, or medical adviser, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To help the girls to develop such ideals and definite qualifications for motherhood that they will later prove capable of developing like high ideals and moral strength in their children.
S	H			o	O		10. To conduct classes in home nursing, infant care, and first aid when needed and when authorized.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	11. To teach the girls the care of hair, teeth, nails, and skin and warn them regarding the wrong use of cosmetics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	12. To teach the girls correct postures in sitting, standing, walking, etc., in co-operation with the physical director, physician, or medical adviser, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. To familiarize herself with the state laws and local ordinances relating to the control of communicable diseases and the medical inspection of schools.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14. Personally or through some other officially employed person to disinfect schoolrooms or buildings, including residence halls, after any case of contagious or infectious disease in them.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	15. Not only to know the solution of health problems, both public and private, but to have the faculty of imparting this knowledge, in usable form to others.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	16. Either personally or under the supervision of or in cooperation with the director of student health service, physical director, school physician, or medical adviser, if any, to procure the adoption in the curriculum of courses which will support the movement for physical and mental health maintenance and general health betterment.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	17. To secure the cooperation of teachers and instructors in the English and other appropriate classes in a plan to have students study up and write papers on the various phases of student health and health maintenance.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	18. When so directed to supervise school or student-managed lunch and dining rooms, if any, patronized by the girl students, preferably as adjuncts to the department of household arts, if any.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	19. In cooperation with the school (or house) physician, and under the supervision of the director of student health service or medical adviser, if any, to have charge of the infirmary or other temporary or permanent quarters for the isolation of invalid students and supervise the transfer of such students to and from such quarters and see that they are properly cared for while there.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	20. In residence halls having infirmaries and in school infirmaries to keep an account of stock of medicines, supplies, etc., and attend to the ordering, requisitioning or purchasing of needed medicines, supplies, etc., unless this is done by some other functionary.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	21. In residence halls or school infirmaries employing student-assistants or other untrained or semitrained help to care for the sick, to have such charge of this help as is determined by the dean of women or the director of student health service, if any, the school (or house) physician, or medical adviser.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	22. In residence halls or school infirmaries having convalescent balconies or similar quarters, to have the supervision of these under the direction of

							and in cooperation with the director of student health service, the mistress-of-the-hall or the school (or house) physician, or medical adviser, if any.
H	□	□	o	O			23. If the school has no infirmary or similar provision for segregating students during sickness, or if such facilities are inadequate to handle contagious, infectious, or serious cases, either personally or in cooperation with the school physician, medical adviser, or other member of the administration staff having the matter in charge, to make provision for the accommodation of such cases among the students at some convenient hospital and also to make definite arrangements for some quick means of transporting students to the hospital in emergency cases.
H	□	□	o	O	M		24. Where there is no school (or house) physician, and the dean so determines, to issue illness certificates to girls entitled to them and immediately notify the dean and, in case of a boarding student, also to notify the mistress-of-the-hall of all such cases of illness.
S	H	□	□	o	O		25. To cooperate with the community authorities in making the town beautiful and clean and conducive to physical and mental health.
S	H	□	□	o	O		26. To visit medical inspection departments and observe the student health service in other schools or colleges.
S	H	□	□	o	O		27. To be interested in all community activities having a bearing on health and always to be ready to give the benefit of her knowledge and experience in every movement for the improvement of living conditions.
S	H	□	□	o	O		28. To attend and participate in the discussion of parent-teacher or similar organizations concerning school lunches, correction of physical defects, and other matters affecting the health of students, especially where parent cooperation is desired.
S	H	□	□	o	O		29. To seek to establish a community-wide sentiment in favor of school health supervision, since this is necessary in

							handling certain of the larger health projects. Volunteer assistance will often be needed in the solution of problems that cannot be financed by the constituted authorities or by one individual or agency alone.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		30. To establish a friendly and confidential understanding with the local physicians and other influential citizens, business clubs, women's clubs and representatives of the welfare agencies working in the district to develop the best conditions for health maintenance.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		31. To impress the teachers in the school or schools under her care with the importance of their own personal appearance and hygienic observances and the effect thereof on the health habits of their students and to give them any needed suggestions concerning their own health upkeep.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	32. Either personally or in cooperation with the director of student health service, the physical director, school physician or medical adviser, if any, to have purchased by the school and community library authorities and made available to the girls unobjectionable books and periodicals on physiology, hygiene, and kindred subjects which will prove helpful to them.
S	H			o	O		33. Under the supervision of the director, of student health service, the dean of women, or the school physician, if any, to organize health clubs.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		34. In case of county or district school nurse to make contacts with the county and local health officers, if there are any, to secure their cooperation and arrange for the correlation of the school health work with the other health activities in the district.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	35. If she has several schools under her care, to make a rapid survey of each school in the district to note the number and location of the facilities for carrying on the nursing work, the enrollment and average attendance, the hours for opening and closing for the day, the number and arrangement of the classes, the teaching methods, and

Cleanliness and neatness.
Conscientiousness.
Cooperation, adjustability, and helpfulness.
Courtesy.
Dependableness, faithfulness, and reliability.
Dexterity.
Discretion.
Endurance and industry.
Gentleness, humaneness, kindness, and sympathy.
Good sense.
Highest ideals.
Honor.
Honesty and truthfulness.
Hopefulness and inspiration.
Initiative.
Intelligence.
Judgment, sound.
Love and understanding of young people.
Love of achievement.
Modesty.
Naturally kind.
Observation.
Orderliness.
Patience.
Punctuality.
Quietness.
Receptivity.
Regularity.
Resourcefulness.
Self-control.
Sensitive vision of her influence on the young.
Skill.
Tact.
Teachableness.
Temperament equable.
Thoroughness.
Willingness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

1. Further education:

- Complete college course or its equivalent.
- Special courses or their equivalents:
 - Psychiatry, one year.
 - Psychology, one-year course having special bearing on student management.

Sociology, one-year course having special bearing on student management.

Present-day educational ideals and accomplishments in health.

2. Further experience:

Caring for neurotic cases sufficiently to know the best methods of removing causes of nervous strain and mental disturbances.

NATIONAL WOMEN'S ORGANIZATIONS AFFILIATED
IN HEALTH MAINTENANCE WORK

The Women's Foundation for Health, Inc., is the result of an international conference of women physicians and convention of delegates from a number of national women's organizations held in New York in the fall of 1919. The movement for the conference and convention grew out of the conviction of the women physicians and other women interested in the physical upbuilding of women that a cooperative effort in this field would tend to establish the health and strength of women on a higher level, and lead to a recognition of the fact that "women must possess greater physical stamina if they are to make an effective contribution to industry and business without injury to the oncoming generation." It was further stated that:

Women physicians . . . saw in the exigencies produced by the war that the ignorance of women in matters of sex, and their lack of understanding of their own emotional impulses, were bound up with their physical weaknesses. The task of teaching the importance of health and how to attain it was inseparable from that of educating women along the lines of sex and marriage.¹

The cooperating organizations which formed the Foundation were:

American Association of University Women
American Home Economics Association

¹Program for the International Conference of Women Physicians and Convention of Delegates from National Women's Organizations, 1919.

Council of Jewish Women
General Federation of Women's Clubs
Medical Women's National Association
National Association of Deans of Women
National Board Young Women's Christian Associations
National Congress of Mothers and Parent-Teacher
Associations
National Council of Women
National Federation of Business and Professional
Women's Clubs
National League of Women Voters
National League of Girls' Clubs
National Woman's Christian Temperance Union
National Women's Trade Union League
Woman's Department: National Civic Federation

The following is a statement of the objectives and program as given in a recent leaflet published by the Foundation.

OBJECTIVES

- I. To establish the conviction that health is generally attainable through individual effort and responsibility.
- II. To establish the conviction that mental health is as procurable as physical health.

PROGRAM

A. For realization of Objective I:

1. Promotion of the positive viewpoint toward health education and the individual's assumption of her own responsibility.
2. Effort to secure, generally, health examinations:
 - a. First, for inventory of individual needs and advice concerning daily health habits, exercise, and recreation to meet those needs.
 - b. Later, at periodic intervals, for checking improvement and further advice for development.
3. Promotion of education in the health values of food.
4. Dissemination of adequate knowledge of the heritage of life.
5. Effort to secure proportionate emphasis on the adaptation of recreation to the individual needs.

6. Campaigns on:

- a. Better air—Better Health
- b. Better food—Better Health
- c. Better teeth—Better Health
- d. Correct posture—Better Health
- e. Better feet—Better Health
 - 1. Good shoes—Better Feet, Better Health
 - 2. Straight foot walking—Better Feet, Better Health
- f. Etc., etc.

B. For realization of Objective II:

- 1. Effort to secure on the part of the individual correct mental habits.
- 2. Effort to secure realization of the necessity of adjustment of work, living conditions, and recreation to the individual's physical and mental capacity.¹

¹Leaflet One, Women's Foundation for Health, 370 Seventh Ave., New York.

CHAPTER VII

RECREATIONS AND AMUSEMENTS

OUTDOOR AND INDOOR RECREATIONS AND AMUSEMENTS

It has already been said that the upbuilding value of absorbing amusement is incalculable and that every recreation and amusement should be so managed that it creates diversion and pleasure. Too often sufficient consideration is not given to the importance of developing a varied and satisfying program of indoor recreations. An ample program of outdoor recreations often seems to be the only phase of the recreational program given attention. It is granted without question that outdoor recreations are of the active type and contribute to the physical welfare of the students, but indoor recreations are equally important, even though more passive, because they give opportunity for health building activities when the weather is inclement and during hours when outdoor recreations are not advisable.

Guiding the Choices of Recreations and Amusements.—The problem therefore is to discover what are the best recreations and amusements of both types and to induce the girls and young women to seek these channels for their physical and mental recreation. In Chapter I certain amusements which have proved of rather doubtful value because they have held the center of the stage and have led to unwise and unsatisfactory conduct were discussed and their abuses pointed out. There is such a large variety of unobjectionable recreations from which to choose that there would seem to be no excuse for limiting the program to these

of questionable value. If the dean's time is so fully taken up by her other duties that she cannot do this work then the possibilities of finding assistance in arranging and carrying out a wide program of satisfying recreations should be carefully considered. If a regularly employed assistant is not available, the undergraduate government association can be relied upon to have a committee or committees through which the program can be made and carried out under the advice and guidance of the dean.

The Amount of Recreation and Amusement.—Individual conditions determine to a certain degree the amount of diversion needed as well as the character of it. The heavy strain of school and outside work demands an equal degree of relaxation and diversion. The more perfectly a girl gives herself to pleasure the greater will be the upbuilding and the shorter the period required to restore her to normal. The perfectly healthy girl will accomplish this return to normal more quickly than one not healthy and she need give less time to pure amusement.

In almost every assemblage of girls there will be found some who do not know the value of absorbing amusement, or at any rate who do not have any great amount of it. In this group will be found those who must use their leisure time to earn college or school expenses. This group constitutes a real problem. More than those who have all of their hours of freedom from study and classroom requirements for their own use, these self-supporting students need relaxation and good times. There are also the unsocial students¹, the grinds and other students who for one reason or another have never found time or cared to learn to play. With some such girls the matter of expense has kept them from having amusement. Many know of no way to get relaxation except to go to "shows" or to other

¹Chap. I.

places where amusement has been commercialized. In order to help this type of girl especially the dean should see to it that many forms of inexpensive amusement are available and that such students are led to take pleasure in them.

HOW TO CHOOSE AMUSEMENTS

Amusements vary so greatly in the results they produce that a careful study should be made of them with this point in mind. There are those amusements which do not call for any great mental activity. This is true of many of the indoor games. These would prove helpful to girls under one set of conditions. Others call for quick thought processes and this would stimulate and be the right sort for them under different conditions. Music appeals to and is a great diversion to girls musically inclined, whether or not they are themselves musicians. To others literature read by themselves or by others aloud has the same effect. One dean for years read aloud to girls on Wednesday afternoons. This fireside reading hour came to be quite a feature. She read short stories and the girls came and went as they pleased and it proved a very restful, pleasant hour. This dean by her influence has shown the girls the recreational side of literature and the method by which a group may share in this recreation, thus through fellowship enhancing its value to them. An editorial in one of the current magazines speaking of the value of passive pleasures says about the pleasure in books:

The value of activities should not be traduced, but philosophers with true judgment in human values have never neglected *the passive pleasures*. One of the sources of these pleasures is *books*. Here one may reach with the heroes of the ages the heights of human experience; feel the flush of victory and conquest as Hector goes with a shout against the Trojans, the breathless wonder and suspense as the shores of a new land sweep before the vision of Columbus, the inevitability of retribution in the suffering of King Arthur, the beauty of renuncia-

tion in the life of St. Francis of Assisi, the strength of the will of Napoleon, the love of Tristan and Isolde, the loyalty of Ruth, the humanity of the Son of God.¹

Some girls take particular delight in working out the plans and details of affairs and this is a diversion for them. Some find amusement and relaxation in chatting with others, some in quietly enjoying a landscape, some through the study of a good picture, some even enjoy a social hour with chums over the teacups. There are almost as many ways for the individual to find recreation as there are individuals. The problem is to make the activity a recreation, not a piece of routine work. Contrary to the opinion of some, a change of occupation is not sufficient recreation. The element of pleasure and of free choice in the activity and the circumstances under which it is carried on enter into the ultimate effect upon the individual and make it recreational or not.

In guiding the choices to the right sort of recreation for each individual case the following underlying principles of recreation should be kept in mind: (1) It is not excitement that students seek in play, but release from mental strain; and, therefore, (2) the best pastimes are those which relieve those tracts of the brain which are overtaxed by the sustained effort of scholastic assignments; and, therefore, (3) a recreational program for students should be planned to avoid, in the main, the use of those mental processes which are brought into intensive use in curricular activities.

These principles are embodied in a recent article by a prominent educator, who says:

Fortunately the psychologists have worked out the problem for us and we now understand fairly well the psychology of play. We have learned that it is not excitement that we seek in play but release from those forms of mental activity which are fatigued in our daily life of grind. Play, if it is to be real play, that is, if it is to have recreational value, must be of a

¹*The Association Monthly*, Aug., 1921, p. 295.

sort to relieve those parts or tracts of the brain which are over-taxed in our daily life of work and worry. It must be essentially different from our work, opposite in every respect. The work-a-day world of the present involves certain mental processes which are comparatively late in development in the long history of human evolution, such, for instance, as concentration, analysis, abstract thought, sustained attention, sustained effort, and controlled association, while the exigencies of our social life demand the constant checking or inhibition of a vast number of natural impulses or appetites.¹

COMPLETE PROGRAM OF RECREATION EASY TO ACCOMPLISH

The dean will find carrying out a complete program of recreations easier if she has carefully evaluated the recreational needs of her students as a whole and the exceptional cases individually and if she has the proper assistants and equipment.

What is said in Chapter VIII about the changed attitude towards the participation of girls and young women in athletics applies with even greater force to their recreations. For many generations the only outdoor recreations for the so-called refined girls were walking, skating, croquet, or similar less strenuous recreations. Today it is a common practice among the girls of so-called aristocratic families as well as for many of the more democratic ones to spend a good portion of their time in golfing, tennis, boating, swimming, riding, and other such vigorous sports. As these girls have set the precedent, practically all girls and young women follow willing and eagerly, and, if the conditions under which these recreations are conducted are made right a large proportion of the parents gladly permit their daughters to enjoy them. This fact makes the dean's relation to the girls' recreations much easier than formerly. Her first and chiefest concern must be to see that the conditions are made right and the recreations so conducted that they are

¹Prof. G. T. W. Patrick, "Play of a Nation," *Science Monthly*, 13: 350-62, Oct., 1921.

never thought of as duties but always as amusements productive of pleasure. If upon investigation it is discovered that the recreations are failing in this important quality the necessary changes should immediately be suggested to assure their being pleasurable.

PROVIDING STRICTLY OUTDOOR RECREATIONS FOR GIRLS

In this field there are few of the rather forbidding physical obstacles generally encountered in trying to provide a full program of athletics, since there are no expensive properties to acquire and develop, no structures to erect, and very little equipment to provide. The financing of a full program of recreations such as are listed at the end of this chapter should be easily possible for almost any school. If the school fails in an effort to carry through a full athletic program, it should surely provide a liberal program of these recreations if they are possible in the community.

RECREATIONAL VALUE OF BEAUTY

To all there is given a sense of the beautiful but not in the same degree, nor is it satisfied by the same experiences. What is considered beautiful is largely a matter of training and of experience. The average girl brought up in the average way finds the chief satisfaction of her passion for beauty in the possession of things. More often than otherwise these much-desired and highly prized "things" consist of wearing apparel and ornaments whose beauty is largely determined by their conformity to the present styles in form and color combinations. The same is probably true of the ornaments she chooses to wear. The more costly and striking the more beautiful the ordinary girl considers them, especially if women of position and wealth are wearing similar clothes or ornaments.

With so much that is intrinsically beautiful right at hand for eyes and ears and mind to enjoy and possess, without the expenditure of a penny, it seems too bad

that the eyes are holden that they cannot see, that the ears are deaf that they cannot hear and that the mind is closed that it cannot perceive. When the restfulness and pleasure that can be found in the enjoyment of these beautiful things of nature, of music, of books, of fellowship, of the spiritual world, are considered and when it is remembered that they are to be had for the seeking, it is the duty, and should be considered a rare privilege, of those who have seen and heard and experienced to help those who are satisfying their desires for the beautiful by means of these lower forms of satisfaction.

At present very little of a positive character is being done to develop a taste for the beautiful among young people except through certain formal courses in the curriculum of our schools, and these are not taken by all the young people; consequently, a large number do not have their attention called to the possibility for enjoyment of art, of nature, and of other kindred fields. A definite movement should be initiated to lead the girls to discover these beauties, which by a little planning may be enjoyed without the expenditure of money, or, at most, of very moderate amounts of money. It remains, then, to find the way to make these less expensive and more enriching beauty-satisfying experiences appeal to our young people.

Personal influence and example are much more effective and stimulating than lectures about these sources of satisfaction, though lectures about the beauties of nature, of musical harmonies, of lovely pictures, of stimulating books, are valuable and should be a part of the plan. A walk at sunset with the girls with its chance for friendly intercourse will give an opportunity to induce the girls to respond to the appeal of the sunset, of the evening song of the thrush, of the myriad of sights and sounds incident to such a walk.

These same ideas have been stressed by an unknown writer who must have found the recreative values for herself in the experiences she mentions.

There are many *beautiful things* which need only to be *seen* or *heard* in some *passive moment* to become ineffably one's own—cleanly chiseled hills against a sky where winds are tossing the clouds about, fire flies in summer fields luxuriant with early foliage, the reverend lines of a cathedral high on a bluff above a busy city, an oriole on the topmost branch of an elm, the foam of a swollen mountain stream, a languid moonlit silence. A life may be perpetually enriched by a moment spent in drinking in the beauty of a rose bush drooping with blossoms. A cherry tree idly viewed on a summer day may blossom in one's mind in some far city street. Lake waters may be heard beating evenly on an undulating shore at dusk amid the noonday hum of a busy office. The light feet of greensward dancers may waft sleep to wakeful eyes.

It is an old discovery, but forever new to the young explorers of earth. One who has no great gifts, whose activities seem monotonous and insignificant, and whose work is dull, may still enfold in her life the eternal truths, and the beauties and actions of the universe. *The passive pleasures are priceless but never unattainable.*

A truly appreciative person through her very attitude toward beauties of this type, which leads her to speak frequently of them and to point out their fascinating qualities, may lead the students to a realization of their existence and to feel a certain proprietary interest in them. When this has happened they will take their place with other forms of recreation and become a source of satisfaction and refreshment. The easiest and surest way to develop a love for this finer form of recreation is to make it a part of the recreational program. In general, it will be brought about by association with those who appreciate and enjoy beauty in all its aspects. This has been found one way of helping girls who lack this power to develop it. If the lover of nature's beauties and the one indifferent or blind to them can go on tramps together with camera, bird glasses, or collecting case to take pictures, to see birds, or to collect plants or flowers, both will find enjoyment and recreation, the one in helping another discover what she has already found delightful and the other in finding the new interests and pleasures to which her eyes, ears, and mind have been opened.

CLASSIFIED RECREATIONS

1. Tennis
2. Hiking
 - (a) Nature jaunts:
 - Beauty seekers' hikes
 - Bird hikes
 - Geological hikes
 - Mountain climbing
 - Plant hikes
 - (b) Stunts:
 - Bacon bats
 - Corn roasts
 - Clam bakes
 - Weenie roasts
 - (c) Camping:
 - Campfire activities
 - Girl scout activities
 - Weekend camping parties
 - (d) Camera club activities
3. Golf
4. Lacrosse
5. Basketball
6. Handball
7. Hockey
8. Archery
9. Water sports:
 - Boating and canoeing
 - Boat songs
 - Swimming
10. Winter sports:
 - Skating
 - Coasting
 - Skiing
 - Tobogganing
 - Snowshoeing
11. Folk dances
12. Horseback riding
13. Motoring
14. Hunting
15. Fishing

CLASSIFIED INDOOR RECREATIONS AND AMUSEMENTS

Celebrations:

1. January 1, New Year
2. February 12, Lincoln's Birthday
3. February 14, St. Valentine's Day
4. February 22, Washington's Birthday
5. March 17, St. Patrick's Day
6. April 1, April Fool's Day
7. Easter
8. May 1, May Day
9. May 30, Memorial Day
10. July 4, Fourth-of-July
11. October 12, Columbus Day
12. October 31, Hallowe'en
13. November 11, Armistice Day
14. November —, Thanksgiving
15. December 25, Christmas
16. Many special days pertaining to the school itself or to the community.

Entertainments:

1. Amateur theatricals
2. Concerts
3. Exhibitions
4. Festivals
5. Lectures
6. Masquerades
7. Moving pictures
8. Tableaux and pantomines
9. Theater
10. Pageantry

Mystical affairs:

1. Fortune telling
2. Tricks
3. Ventriloquism
4. Witches' night

Special parties:

1. Candy making
2. Charades
3. Current events
4. Leap year
5. Mixers' social
6. Old Folks' (or Old Times)
7. Porch or Lawn
8. Gym frolics and the student circus

9. Book or magazine social
10. Story telling

Testing wits:

1. Conundrums and riddles
2. Paper folding and tearing or cutting to make laughable or beautiful patterns
3. Puzzles
4. Rebuses, acrostics
5. Tongue twisters

Games:

In Appendix M will be found a list of clubs through which these recreational activities may be carried on.

CHAPTER VIII

ATHLETICS

Deans no longer have any uncertainty regarding the desirability of athletics for girls. The only questions are concerning the kind of sports it is wise for girls to indulge in and the extent to which they may be followed.

THE VALUE OF A REASONABLE ATHLETIC PROGRAM FOR YOUNG WOMEN

Three writers¹ of prominence in the field of student health have formulated the following points upon which the kind and degree of athletics for girls should be settled:

1. What exercises are likely to be injurious internally to matured girls?
2. What exercises are mechanically suited to the build of the average girl?
3. What are suited to her muscular strength and endurance?
4. What will contribute to health and vitality, and help to fit her for a normal woman's life?
5. What form of physical activity comes nearest to containing for her the primitive appeal that athletics in the accepted sense hold for boys?

¹May Ayres, Jesse F. Williams, and Thomas D. Wood, "Healthful Schools—How to Build, Equip, and Maintain Them," p. 245-7.

The lists quoted below were made after a wide inquiry by these writers among those experienced with the physical training of mature girls:

1. Condemned:
 - Broad jump
 - High jump (in competition)
 - Pole vaulting
2. Doubtful:
 - High jump
 - Running more than 100 yards (in competition)
 - Weight throwing
3. Safe:
 - Archery
 - Ball throwing
 - Basketball (women's rules)
 - Climbing
 - Coasting
 - Dancing
 - Field hockey
 - Golf
 - Horseback riding (cross and sidesaddle)
 - Indoor baseball
 - Low hurdles (not in competition)
 - Paddling
 - Rowing
 - Running (not in competition)
 - Skating
 - Skiing
 - Snowshoeing
 - Swimming
 - Tennis
 - Walking
4. Especially beneficial and suitable:
 - Dancing
 - Paddling
 - Rowing
 - Running
 - Swimming
 - Walking

The following quotation from a newspaper comment concerning the English attitude toward athletic games for girls seems to express the present general attitude.

Apparently the only real deterrent to a girl's engaging in any sport or game is its effect upon her. She can do whatever her brother does, provided she has the strength and endurance or that the activity does not overstrain her physically, emotionally, or mentally.

This whole question of athletic games for girls has just been investigated with care in England by a committee appointed by the College of Preceptors. Its report, while admitting the possibility of excessive and injurious strains, and condemning football, among a few other sports, as bad for girls because they run against and not with feminine nature—whatever that may mean—was highly commendatory of tennis, basketball, lacrosse, swimming, and, of course, cricket. What they would say of baseball can only be guessed.

The right sort of games for girls, they held were those that engage and hold the minds of the players and form mental and bodily tonics. Such harm as girls suffered from excessive devotion to athletics the committee held to be almost negligible as compared with the consequences to them of following the ideals and standards that were established in the Victorian age. Everything, in those days, was sacrificed to the production of an ultrafeminine type, a woman so weakened in health as to be incapable of any sustained effort. The apprehensions felt and expressed by the praisers of times past over the abandonment of the notion that pallor is beautiful and facility in fainting a mark of refinement have not been realized.

It is to be remembered, too, that girls can be athletic without aspiring to the glories to be won in international competitions. As always, it is excess that hurts and moderation that is beneficial.

One of our leading writers on the college life of girls, in discussing athletics for girls, says:

Athletic contests are good for they give training in self-subordination, self-control, alertness, and dogged perseverance. The individual loses himself in the good of the whole. This makes for character and good citizenship. We must not underestimate the value of the enthusiasm which comes from rallying against a common antagonist. When the rivalry is good-natured and every rule of fair play is observed the effect is wholesome.¹

¹Laura E. Knott, "Vesper Talks to Girls," p. 68.

WHY SO LITTLE ATTENTION IS GIVEN TO ATHLETICS
AMONG GIRLS

Deans as well as others are not yet a unit as to what athletic activities, and how much, are good for girls. This lack of agreement has led many who believe in a general way in the benefits of athletics largely to neglect anything more than a pretense at an athletic program since they have, or think they have, little taste or qualification for such leadership in athletics as is required of anyone assuming to supervise sports, and since they are not provided with a physical director or similar assistant to take charge of them.

Failure to provide adequate sports for the girls is also largely due to the lack of facilities for a full program of girl athletics. The institutions which furnish facilities for anything like a complete program, such as is suggested on page 156, can be counted on the fingers of two hands. Hence many deans work at more or less disadvantage in handling this branch of development work, the disadvantages in many cases being so great that with the best of intentions many have had to give up attempts to carry on anything like a full program of athletic activities for the students.

On the other hand, there are too many who are not sufficiently awake to the value of athletic sport as a means of bringing out the best there is in the students, and there are altogether too many others who, appreciating their value, do not do their best to secure the necessary facilities. In some cases this means securing and equipping grounds, and this in turn goes back to the difficult problem of securing the necessary funds. This, however, ought not to be allowed to stand in the way. A strenuous effort should be made to get the necessary funds and she should not be satisfied with a partial equipment if, by any means, she can obtain a complete one. The well-being of the girls is

involved, likewise her own success in winning the girls' cooperation in other branches of her work. Nothing she can do so convinces the girls that she is with them and standing for them as for her to act as their champion in securing facilities for their sports.

SECURING FACILITIES FOR ATHLETICS IN SECONDARY SCHOOLS

There are not many secondary schools which furnish the girls more than a few of the necessary athletic facilities, though there is a growing tendency in this direction. The students of most such schools live at home and securing their athletic facilities has generally been left to their individual devising or to community enterprises. The playground movement has gained great headway in most cities but is still in the infancy of its development. No doubt ultimately the public demand for adequate sport facilities will take care of the matter. The Young Women's Christian Association and similar organizations through their buildings and activities are doing what they can to provide these and in some communities they furnish many of the needed facilities. But where the community does not now provide these advantages the dean should exert herself to make them available.

SECURING FACILITIES FOR SECONDARY BOARDING SCHOOLS AND HIGHER SCHOOLS

Secondary boarding schools and the institutions of higher education have generally done more in providing athletic conveniences for the girls than the public high schools. These schools where a majority of the girls are boarding students have felt their responsibility in the matter and have responded somewhat to the insistent demands made on them.

The fact that many of these schools are in comparatively small communities where ground is cheap and where their campuses are proportionately roomy ac-

counts in part for this. But even these schools afford only part of the conveniences for a full program of athletics and in most cases the deans of these schools also have the problem on their hands of securing the grounds and equipment needed for the girls' physical training.

SUGGESTIONS FOR SECURING ATHLETIC FACILITIES

The following hints concerning the means to employ in order to get these athletic facilities may be helpful:

1. In nearly every community there is some individual of means who enjoys the reputation of being the patron of sports, who would, if properly approached, be quite likely to give all or a large part of the necessary money. If he did not give it all, he would probably lead in a movement to secure the balance. The students in case of such applications should be in position to show that they had themselves done their best to raise the money.

2. Inquiry among the girls will often reveal the fact that the father or guardian of one or more of the girls is likewise a patron of sports, or is deeply enough interested in the welfare of girls and young women so that if approached, as above indicated, he will supply the funds.

3. In most of our large cities there are wealthy women who give freely to projects involving the welfare of girls and young women. A personal interview secured through influential introduction will often result in securing the necessary help. If a personal interview is impracticable, a carefully prepared and attractive prospectus giving the facts concerning the girls, the efforts that they themselves have made to provide the needed equipment, and the far-reaching returns which will come from sending out in the world a stronger, more efficient womanhood may bring the needed help.

WHY THE DEAN IS JUSTIFIED IN INCREASING THE
ATHLETIC WORK

In the matter of girls' athletics as well as in many other arrangements for the proper development of girls, deans (especially those of the old school) must revise their ideas. Time was when the girls of our wealthy families as well as many of those belonging to the more carefully nurtured families of all classes were thought to be immodest if they took part in any so-called boys' sports, and this was done so infrequently that a girl who did it was made conspicuous and was criticized severely although she and her parents were agreed that that form of exercise was what she needed. That time is largely past. This is not saying that our girls are less modest or that their parents are less careful of them. It means that they have finally awakened to the fact that what made the boys so hardy, courageous, competent and capable of enduring the vicissitudes of life will likewise make hardy, courageous, competent girls capable of enduring life's experiences. Sentiment has materially changed and is still rapidly changing in favor of their participation in sports.

If a comparison of the present generation of school girls having a fairly complete program of athletics carried on under proper safeguards, where practically all the girls participate in some form of competitive sport, could be made with students of a former generation who did not have this training it would be easily demonstrated that girls who are made healthy and hardy by these more vigorous exercises are not less modest and refined.

The sum total of happiness and exemption from suffering which a girl will have who builds up a sound body by such means, as compared with the women of the past who were expected to have intense suffering in child-bearing and endure the thousand and one "women's complaints," as they were called, justifies

the entry of girls and young women into these more active sports even though there may be minor losses in other directions.

THE PHYSICAL DIRECTOR

In case the dean has two hundred or more girls or young women under her charge, and in most cases where she has fewer, she should have a physical director to assist her.

Those in charge of the physical education and training of girls should be women. A writer in this field says:

Women should teach girls' classes and coach girls' athletic teams. The practice in high schools of selecting men to teach girls' gymnastic classes is distinctly bad. The man sets men's standards in performance: he fails to appreciate the girls' limitations in strength and her periodic disability.¹

The activities in the gymnasium, on the playground, or on the athletic field should be organized around the idea of the specific standards and accomplishments for girls. The use of boys' and men's athletic events or men's gymnastic and calisthenic movements for girls and young women is unsuited in many cases.

The physical director's personal appearance should be most correct. It has well been said that the wearing of rings, bracelets, ear rings, necklaces, elaborate coiffures, unusual and unwarranted color combinations on the part of women teachers of physical education is to be condemned, and that the bearing of the teacher is of much importance since example is contagious.

The same author says in this connection: "It is worth remembering that the body speaks, that we continually judge people's characters by the way they walk, hold the head, and stand."²

¹Jesse Feiring Williams, "Organization and Administration of Physical Education," p. 89.

²*Ibid.*, p. 98.

This same writer speaking of the training of the director of physical education says further regarding the type of person best fitted to act as physical director:

The college graduate is the better prospect in general because of the contact with men and women of college rank in students and instructors, because of the broader training with the chance of obtaining a broader point of view, and because of the value that comes to a special student studying in an atmosphere of general education.¹

The physical director should possess certain qualifications. She should be able to note defective vision and hearing, colds, sleepiness, nervousness, malnutrition, physical deformities, and other deviations from perfect health which need attention, and she should know what to do about them and where there is a school physician or nurse call them to her attention. It may be that certain hygienic habits are being neglected, that suitable exercises may be needed to correct certain defective physical conditions, that the working conditions are not conducive to the avoidance of nervousness or sleepiness or colds, or that the girl's school program needs to be adjusted to fit some of her individual needs.

The physical director should be familiar with school sanitation in order to be able to determine how to get and keep right temperatures and proper ventilation, to know how many pupils should work in a given space and the best methods for keeping the gymnasium and equipment clean and free from disease-producing germs. She should have clearly defined standards and ability to judge how well she is measuring up to them and hence how she is succeeding with her work. The mere fact of activity, both on her part and that of the girls, is not the only criterion. Knowing the needs of the girls and the various activities adapted to satisfy them, and knowing whether the girls' reac-

¹*Ibid.*, p. 95.

tions are resulting in their upbuilding physically, mentally, and morally are among the considerations in determining whether one's work is successful. The authority just cited, writing concerning the opportunity of the teacher of physical education, says:

The teacher of physical education more than teachers of other subjects has a significant opportunity because he is concerned with activities in which the basal elements, feeling and will, are so much a part of his work and also so much a part of human social behavior.¹

In some city schools systems and elsewhere there is a supervisor of physical training in charge of several schools, generally with an assistant in each school. In such cases the activities enumerated below are divided between the supervisor and his assistants.

The standardized system of abbreviations and symbols adopted throughout the handbook are used here. For explanation see page XIV of the Preface.)

ACTIVITIES OF THE PHYSICAL DIRECTOR						
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum
S	H	□	□	o	O	M
1. Either personally or in cooperation with the social director or other member of the staff to supervise and control all physical training, athletics, water and other sports, games and plays engaged in by the students or conducted in buildings, yards and grounds under the control of the school, or in other yards, buildings, and grounds that it may have the right to use for such purposes.						
S	H	□	□	o	O	
2. To assign the duties to be performed by the various teachers and employees who conduct the activities; to be responsible for the efficiency and character of service rendered by each.						

¹*Ibid*, p. 97.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To make all physical examinations, measurement and tests of students, keep a proper record thereof, and recommend the necessary exercise and recreation needed to round out and maintain the health of the students unless there is a school medical adviser, physician, or other charged with these duties.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. To determine what recreational and athletic activities are best for the girls in their particular school, since activities quite mild and proper for the girls of some schools might prove altogether too strenuous for those of a more quiet school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. To conduct or arrange for conducting all gymnasium classes, maintaining proper order and discipline both on the gymnasium floor and at the athletic fields.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. To select, coach for, and supervise the making of the schedules of athletic games and the playing of the students in practice games and contests.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		7. To become familiar with the best equipment, construction, and maintenance of gymnasiums, swimming pools, athletic fields, and other matters connected with the organization and management of physical education and training departments.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		8. To have charge of the use, maintenance, and repair of the gymnasium building, athletic grounds, equipment, and other properties employed in the physical measurements and tests and in the athletic and sports activities, unless some other functionary is charged with this duty.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To teach the girls the full program of health habits and hygienic observances found in Appendices A, B, C and D.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. To provide the proper sex instruction for the girls either personally or in conjunction with the teachers or instructors in curricular courses embracing the subject or with the dean, school physician, medical adviser, or nurse, if any.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. To help the girls to develop such ideals and definite qualifications for motherhood that they will later prove capable of developing like high ideals and moral strength in their children.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		12. To develop the girls' qualities of leadership.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. To teach the girls democracy, tolerance and avoidance of snobbishness and the "clique" spirit.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14. To administer the eligibility rules for participation in teams and other such activities, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		15. If the gymnasium, athletic fields, and general physical, athletic, and sport plant and equipment are not complete to foster and cooperate in a movement to procure such plant and equipment.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		16. To become familiar with a wide range of incentives that take young people into the open for wholesome recreations, such as the sports, games, hikes, etc., listed in Chapter VII.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	17. To foster the organization and supervise the development and management of girls' tennis, basketball, boating, swimming, and other athletic clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		18. To foster the organization and supervise the development and management of riding, hiking, girl scouts, campfire girls, camera, and other recreational and nature-seeking clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	19. To act as a connecting link between the school and the community in matters affecting the girls and to cooperate with the community health authorities in their efforts to establish and maintain superior health conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	20. To cooperate with the community authorities in making the town beautiful and clean and suitable as a residence and recreation area for girls.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	21. To arrange with community authorities and owners of properties in charge of places of interest which the girls in their recreations might wish to visit, to make such visits pleasant and profitable.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	22. To inform the girls regarding the facilities the community affords for their physical upbuilding and enjoyment as students.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	.	23. In secondary schools, to make surveys of the recreational facilities of the community and the number using them and to learn how the students use their leisure time in order that the proper guidance may be given in this field.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	24. To cooperate with other physical directors especially in educational institutions in a concerted effort to raise the standards of amateur athletics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	.	25. To cooperate with other physical directors, and any others interested, in developing stronger moral qualities in our young people through athletics and physical training and clean sports.

MINIMUM QUALIFICATIONS FOR THE PHYSICAL DIRECTOR

1. Age:—20 to 40 years.

2. Education:

Complete secondary school course or its equivalent.

Complete course in physical training in some recognized school or department of physical training or its equivalent.

Special courses or their equivalent: first aid, in order to be able to attend to accidents or sudden illness.

3. Experience:

Sufficient to make the necessary physical examinations, measurements, and tests and to record the same properly; to recommend the proper exercises and recreations to fully develop the girls or young women physically; to insure the maintenance of good health where this is not done by the school physician or medical

director, and in any case to confer and cooperate with the medical director where there is one.

Enough experience to conduct gymnasium classes successfully, including the entire physical development of the girls or young women and to maintain discipline in such classes and on the athletic fields.

Enough experience to be able to select and coach the teams, and to supervise successfully the making of schedules and the playing of teams in all the athletics listed on page 156 usually engaged in by the girls or young women of the best secondary or higher schools of the class to which the school in question belongs.

4. Personal appearance, voice, and health:

Carriage erect and free.

Manners unexceptionable.

Hair, teeth, face, and nails properly kept.

Dress suitable, becoming, attractive, modern, not freakish, not conspicuous.

Voice well modulated with good carrying qualities.

Health above the average (rated B or higher).

5. Mental traits: At least, above the average of

Accuracy and quickness of observation.

Activity, aggressiveness, and intensity with moderation and self-control.

Alertness.

Ambition.

Analytical ability.

Attention.

Business ability.

Caution.

Cheerfulness.

Conscientiousness.

Cooperation.

Cordiality.

Courtesy.

Courage.

Daring and determination.

Decisiveness.

Dependableness.

Dexterity and skill.

Endurance and tenacity.

Energy.

Enthusiasm.

Executive ability.

Fairness.
 Firmness.
 Forcefulness.
 Good nature.
 Hardness.
 Helpfulness.
 Hopefulness.
 Impartiality.
 Initiative.
 Inspiration.
 Judgment.
 Kindness.
 Loyalty.
 Magnanimity.
 Memory.
 Method.
 Patience.
 Perseverance.
 Reliability.
 Resourcefulness.
 Self-confidence.
 Vigilance.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

6. Further education:

Complete college course or its equivalent.

Special courses or their equivalents:

Girl scout leadership.

Making physical examinations.

Recreational leadership.

Present-day educational ideals and accomplishments.

Psychology	} One-year course with special reference to student management.
Sociology	
Civics	

7. Further experience:

Successfully conducting girl scout or similar recreational clubs where it was necessary to display leadership.

ATHLETICS BEST CALCULATED PROPERLY TO DEVELOP THE GIRLS

Since in many cases the dean, for the moment at least, must manage with less than a full athletic equipment, the question arises as to which of those sports

listed below are best calculated to give the girls the development they need.

It goes without saying that where the school provides a physical director for the girls her decision after the physical examinations of each girl is the best criterion to follow. Many schools have no physical director and no complete physical examination of the girls. In such cases the dean must of necessity work largely on general principles. The list of sports is therefore arranged in order of general adaptability and value.

In the classified bibliography will be found a selection of books on athletics for girls, which the dean may consult when attempting to determine from the girls' peculiar physique what athletics should be chosen, to discover the best equipment for girls' sports and many other pertinent matters which the limitations of this volume make it impossible to discuss.

LIST OF DESIRABLE ATHLETIC SPORTS FOR GIRLS

After a study of several lists of sports, such as the one quoted earlier in this chapter the following arranged in order of their desirability are suggested as being the best worth considering:

- | | |
|---------------|----------------|
| 1. Tennis | 9. Swimming |
| 2. Golf | 10. Jumping |
| 3. Basketball | 11. Hurdling |
| 4. Handball | 12. Tug of war |
| 5. Hockey | 13. Baseball |
| 6. Boating | 14. Lacrosse |
| 7. Archery | 15. Football |
| 8. Running | |

The National Association of Deans of Women at its annual meeting in Washington, D. C. (1926), indorsed the work of the National Amateur Athletic Association of America, Women's Division, and printed their platform in the Thirteenth Yearbook (pp. 67-9) which is quoted in full here for the use of those responsible for the direction and guidance of the athletics of girls and young women in the schools and colleges.

Platform of the Women's Division of the National Amateur Athletic Federation of America.

(A) The Women's Division of the National Amateur Athletic Federation of America believes in the spirit of play for its own sake, and works for the promotion of physical activity for the largest possible proportion of persons in any given group, in forms suitable to individual needs and capacities, under leadership and environmental conditions that foster health, physical efficiency, and the development of good citizenship.

(B) To accomplish this ideal for women and girls, it aims—

(1) To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.

(2) To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.

(3) To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.

(4) To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning rather than upon stressing the enjoyment of the sport and the development of sportsmanship among the many.

(5) To restrict recognition for athletic accomplishment to awards which are symbolical and which have the least possible intrinsic value.

(6) To discourage sensational publicity, to guide publicity along educational lines, and to stress through it the sport rather than the individual or group competitor.

(7) To put well-trained and properly qualified women in immediate charge of athletic and other physical education activities.

(8) To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women in the hands of well-trained and properly qualified women.

(9) To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities.

(10) To provide sanitary and adequate environment and facilities for all physical activities.

(11) To work for such adequate time allotment for a physical education program as shall meet the needs of the various age groups for growth, development, and maintenance of physical fitness.

(12) To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics, in order that effective safeguards shall be maintained.

(13) To avoid countenancing the sacrifice of an individual's health for the sake of her participation in athletic competition.

(14) To promote the adoption of appropriate costumes for the various athletic activities.

(15) To eliminate gate receipts.

(16) To discourage athletic competition which involves travel.

CHAPTER IX

DRESS, PERSONAL APPEARANCE, AND MANNERS

NOT AN EASY TASK TO CHANGE UNDESIRABLE HABITS

It is a delicate task at best trying to change another's viewpoint and practice with reference to personal appearance or habits, even of those in their teen years, and therefore, in this phase of her work the dean needs to bring to bear patience, tact, and understanding of human nature, especially of girl nature. The dean's own personal habits and appearance must be such that her example will reinforce her precept. It is much more likely to be successful preaching when it is done largely in this silent way. That is one reason why emphasis has been placed on good taste and modern ideas of dress as necessary characteristics for deans.¹

There is much more discussion even yet of the immoral effects of short skirts, bobbed hair, paint, powder and lip sticks or similar fads or fancies prevalent among girls at any given period than is fully justified. All of these are passing phases of dress and custom just as hoop skirts and bustles were. They merely show a tendency to "follow the crowd" to do as others do. It is to be hoped that the ghastly white powdered face with the sharply contrasting red lips and penciled eyebrows has passed. It seems such a pity to paint the rose or the lilly. Both are so beautiful in their natural state. Every effort should be used to lead young girls

¹Chap. XXII.

to make the fashion quite as popular to appear with nature's rosy cheeks and clear skin as that which disguises both in subservience to the dictates of a fashion that renders them unattractive.

One of the most difficult tasks of an adviser of young women is to influence a student against following these fads of fashion regardless of their suitability. A case in point of this sort was that of a rather overgrown, large-featured, ungainly girl returning for her sophomore year with her hair bobbed. In attempting to persuade her to let it grow out, she was advised that *every* fashion is not adapted to make *every* person beautiful regardless of what nature has done for her. At the end of the conference she said, "But bobbed hair is no longer a fad. It has become so general a custom that one may even feel a bit peculiar to appear with her hair dressed some other way." She left my office unconvinced that that style of wearing her hair was not suited to her. She believed it better to be out of the world than out of the fashion.

In another instance a senior girl came to ask whether she would better follow the suggestion to bob her hair as a remedy for falling hair. She doubted herself the wisdom of such a course. When I pointed out to her that, being very small and youthful looking, bobbed hair would still further increase her appearance of immaturity, and that as a senior expecting to teach she would be appearing before school boards which incline to employ those who appear grown up, dignified, and capable of successfully conducting a school, she decided that it would be unwise for her to bob her hair. In her case that style of hair dressing would have been becoming and otherwise suitable and probably with bobbed hair she would have had an equal chance for employment with the unbobbed.

MEANS OF ENHANCING PERSONAL BEAUTY

Everyone loves a beautiful girl and anything that can reasonably be done to enhance her real beauty

should have careful consideration. Mrs. Warren G. Harding said:

It is as desirable that a woman should look her best as that a painter should strive to his utmost to make his picture pleasing. Beauty and harmony are always worth while. Whether we are consciously sensitive of them or not, they add to the pleasures of life.

Deans will be doing the girls a great service if they succeed in impressing upon them the fact that beauty is a relative matter, that every girl, by observing certain laws of proportion and combination, may measurably improve even a very unpromising face and figure. Many neglected, discouraged, supersensitive girls made so by some real or imagined ugliness or plainness may be greatly helped and transformed into happy, successful students by changes which can easily be made in their personal appearance.

It may be well at this point to suggest that the deans will succeed best in helping this type of girl if she finds first something which she can commend before pointing out her faults and the desirable changes to be made. There is usually something pleasing to be discovered about the most unpromising girl. It may be a graceful walk, a pleasing smile, a faculty for saying kindly things, a good posture, standing or walking, commendable eyes, nose, mouth, chin, or hair, a clear complexion, or good health. Whatever it is, discover it and praise her generously for its possession. It must be made clear from the outset what the legitimate means are for improving personal appearance and what they are not. As has been said, it seems such a pity that girls and normal young women should make the mistake of believing that cosmetics enhance their personal beauty. As has been said, the dean should do her best to prove to the girl that there is nothing so attractive in the world as youth's clean, clear skin and natural color in cheeks and lips and that to spoil them by artificial means is a shame. In addition to being unnecessary as a beautifier, it is reasonable to expect

that through the constant, recklessly generous application of powder on the face the skin will eventually coarsen and perhaps it may lead to a diseased condition of the skin, nose, and throat. Physicians pretty generally agree that the powder puff as now used is, more often than people think, a menace to health and are warning us to this effect. A noted physician in discussing this subject recently said:

We practicing physicians cannot fail to view with alarm the increasing use of cosmetics by our young girls, not only of the genus "flapper" but others of supposedly good taste. *Many a girl has already ruined her complexion by these things.* We tremble to think what many of the members of the growing generation will look like when they reach forty.

If powder and rouge *are used*, good taste would suggest that at least they be so carefully applied that no one should discover it, and never, under any circumstances, should powder puffs, lip sticks, or other toilet accessories be used in public. Such practices should be classed with the public use of tooth picks, nail files, or comb.

DRESS—TASTE AND SUITABILITY

Selection of Suitable Clothing and the Effect of Being Well Dressed.—Never in the history of the modern world have the fashions in dress been so sensible, practical, tasteful and generally becoming as now. The straight lines, the absence of elaborate trimming, the sensible shoes, all contribute to make it possible to say that our present business and street clothes are suitable and in good taste. That there are those who follow extremes in some particular does not affect the case.

Women should learn to select the styles, the colors, the materials for their dresses, hats, wraps, and accessories so that all are in harmony of color and design and then they should make sure that the combination

is in harmony with the individual herself, the wearer of the garments. By following this plan the too slender person appears less slender, and the over stout woman apparently loses weight, in short, many defects are made less obvious by wearing suitable styles and harmonious colors and fabrics. Deans can do much in this direction for the girls and young women by demonstrations, by personal advice, by general talks, and by example.

It can easily be shown that good taste and suitability in clothes are not matters of expense alone. With less money, more thought and time may, of course, have to be given to the selection, wearing, and care of clothing. Many women of wealth, as well as their poorer sisters, transgress these fundamental principles of good dressing, showing that it is not a question always of money. The matter of clothes is, with a young woman, an important one from the point of view of their reaction upon her spirits. It is a true saying that "most women when unfashionably, however sensibly, dressed suffer something akin to mental anguish. It is as if they were, as they conceivably may be, pitied by their own sex and ignored by the other." A man of discrimination when asked what constituted a well-dressed woman replied, "When you see her coming you will notice her face and herself but not her clothes." A woman who comes to know herself well dressed has powers, poise and independence, which knowledge is no small contribution to her success in bringing things to pass.

The Immodest Dress.—The extremely low-cut evening gown constitutes a dangerous menace to good morals. A definite movement should be initiated to debar them from our school social affairs. If influence can be brought to bear upon the student self-governing councils leading them to see the evil influence of such indecent dresses and to ban them, the deed will be done. Students can make student sentiment for and against practices where faculties will fail utterly un-

less they penalize the practice and closely follow up cases of infraction of the rules.

The stage and moving pictures have had something to do with dulling the nice sense of modesty in many of our young women. If they were plainly told that they and other respectable women who are cutting their dresses low are following the example of women of very questionable morals they might be deterred from such extremes. A Paris priest said to a girl appearing before him to be married: "I cannot marry you in that attire. This is not a dance hall." One of the well-known ministers in New York once made the following statement:

A fossilized octogenarian or a self-complacent mollicoddle with ice water in his veins may be able to look at the sights which any man can see in modern society today and in the dance hold in his arms a throbbing, beautiful young woman, with almost half her body exposed and the other half clothed largely with good intentions, and maintain a philosophic calm. But any young fellow with red blood in his veins and the elemental forces of nature operating him cannot so easily do so.

This may seem like an overstrong statement of the case, but in view of the too common practice among all classes of women, both younger and older, of wearing extremely décolleté dresses, it is not too strong an emphasis to give this evil practice. Young women should be helped to see the matter in its true light and be led to conform to more conservative standards for evening gowns.

Injurious Dress.—Very little need be said at the present time about injurious dressing. The corset has either been wholly eliminated from the young woman's wardrobe or so modified as to be unobjectionable. A recent report of corset manufacturers revealed the fact that "not 5 per cent of women wear corsets" constantly and that "more and more women are giving them up." The secretary of the association made this statement: "To tell the truth I don't know a young girl who wears one."

Apparently the wearing of ultra high-heel shoes is still an evil to combat. Recently the Federation of University Women of Chicago University voted among other things to bar them. It is well to realize that this is a fashion to be condemned as a menace to health. The Women's Foundation for Health, recognizing the need of stressing the evil effects of a badly formed shoe upon health, have inaugurated a definite campaign to get manufacturers to make standard health shoes and to present to women and girls everywhere the influence on health resistance of a perfectly built and shaped shoe.

Bearing of Thrift on the Question of Dress.—In discussing the question of dress with the girls it should be borne in mind that the practice of thrift is as great a virtue now as during the war. The girls should be taught that in every possible way, and especially in the matter of dress, she owes it to those who provide her with money to practice the utmost economy consistent with good taste in the purchase of her wardrobe. Furthermore, by following this thrifty practice girls provided with plenty of money will also be doing a great kindness to those less fortunate, since by their economies in dress, they will make it easier for those with little money to feel less unhappy over their own enforced economies.

The following suggestions given by a domestic arts director are pertinent at this time.

There are at least five points to be considered before purchasing any article of clothing: (1) durability, (2) suitability, (3) becomingness, (4) price, (5) need of its purchase. The consideration of the last point will give us a little lesson in thrift. How many times we buy simply because the garment is attractive in itself, without considering the need of the purchase or with what it is to be worn. Often one can eliminate many things which at first seem necessary if we wait and think it over twenty-four hours, and take the above points into consideration.

To these five points before purchasing any article should be added good taste, daintiness, and harmony as prerequisites in selecting clothes.

HAIR—"WOMAN'S CROWN OF GLORY"¹

The care and treatment of the hair are important since well-cared-for, tastefully arranged hair contributes an indispensable asset to a woman's attractiveness. Reference has already been made to the need of considering individual peculiarities in deciding how to dress the hair so that at this point only a general guiding principle is added. Deans should advise girls to adopt that style of hair dressing which will most enhance their own personality and charm regardless of the latest fad or the styles followed by other girls. Different conditions make different practices necessary, but cleanliness of the hair and scalp should be the ultimate aim of any process. Such care should also include the question of the preservation of its color and quantity. Girls should be advised that dyes and bleaching are not to be thought of and that curling irons and other curling devices should be used judiciously.

MANNERS

Many books have been written on etiquette and culture, but the substance of their teaching is that courtesy, the basis of all good manners, is rooted and grounded in unselfish consideration of the comfort and happiness of others. The old adage has it that "manners make the man." If that means that a man's manners are the index of what he really is, are the visible expression of his inner life, and that they publish to those who observe him what his attitudes are, how he feels toward his fellows, what his standards of life are and that these realities of the inner man have been slowly and surely developing as he went in and out among others, expressing his appreciation or lack of

¹"If a woman have long hair it is a glory to her, for her hair, is given her for a covering." I Cor. XI: 15.

it, his desire to help others or his lack of it, his kindly attitude toward them or his lack of it, until he has become what he is by reason of these ways he has of expressing himself, then it is true that "manners have made the man."

The dean will find it comparatively easy to secure a satisfactory reaction to suggestions from the modest and timid girls on the way to improve their manners, but it is one of her real problems to persuade the forward, pert, and egotistical girl to adopt these marks of good breeding.

The question of manners is one which can best be satisfactorily treated in group gatherings of the girls. After a general talk, observation will soon show which girls need further private discussion of their particular faults.

To train the students most successfully in genuine consideration of others and to learn practical methods of kindness and helpfulness demand a modern well-managed residence hall. There are afforded the necessary opportunities found in community or group life for observation of the girls and for indirect training through the natural situations arising in such an environment. The presence of refined girls in the hall is a helpful influence, especially if they have the type of personality that draws others to them and that stimulates imitation. The mistress-of-the-hall, the social director, and the dean should seek the help of these finer girls in establishing standards of social intercourse. If the residence hall may be designated a social laboratory, then manners, true thoughtfulness for others, and courteous, kindly consideration of others can be taught under such an environment by the laboratory method.

VOICE AND CONVERSATION

The present-day athletic young woman has acquired with her physical freedom and poise another kind of

emancipation which is not so desirable. Her voice has been attuned to college yells and songs, to wide outdoor spaces, until in some cases it has become shrill, strained, and overloud. The cultured, well-modulated, pleasing voice for women will never become old-fashioned and a person with such a voice, who has learned to pronounce her words correctly and to enunciate clearly, has great possibilities in making herself an influence among others.

Another valuable asset which should be developed during school life is the art of conversation. This art combined with the well-modulated, cultured voice gives the young woman throughout life a charm superior to good looks or beautiful clothes. It is a deplorable fact that the art of conversation as a means of upbuilding and strengthening character is debauched by being used for ignoble and insignificant purposes. Gossip, empty nothings, interpolated with slang and the typical unintelligible school or college jargon, make one wonder what an education is really for, when those engaged in getting it seem to have no worth-while matters to talk about. The difficulty is not that they have nothing of value to talk about but that there is generally no one to guide their conversation into worth-while channels. The same social laboratory, the residence hall, that molds the girls' manners, affords opportunities to guide the conversation in dining rooms and elsewhere to fruitful, interesting talk. A mistress-of-the-hall with tact and resourcefulness can devise ways and means of indirect training in the fine art of conversation.

In summarizing the discussion it may be said that there is no royal road to the attainment of true-hearted, genuine courtesy, but it is certain that culture and refinement may be acquired by giving constant attention to manners, to conversation, to dress, to every phase of the daily relationships throughout the entire process of living.

CHAPTER X

SUGGESTIONS FOR TALKS TO GIRLS

SPECIAL ADVANTAGES OF PRESENTING CERTAIN MATTERS EN MASSE

While a dean's contact with her girls should be largely individual there are certain essential facts which can be imparted to them better *en masse* than individually. Some of these subjects are enumerated at the conclusion of this chapter.

The very desirable tendency on the part of deans more and more to present many necessary matters to her charges in printed form should not be permitted to take the place altogether of face-to-face talks with the girls as a whole or in homogeneous groups. Those deans who have done so have overlooked one important factor in the matter, namely, the psychology of mass reactions. Every institution of education has among its students (as every adult group in later life has) leaders who secure results out of all proportion to the superinducing cause (and often out of all reason) from adroit presentation of their ideas to masses of their fellows. It is one of the best established facts in our complex personalities that we respond under mass influence to things which would not appeal if presented to us as individuals alone. Every drive during the war, every mass appeal for volunteers for any sort of service, every mass plea for support of religious, benevolent, civic, or political causes brings greater results than could be secured by direct appeal to every one of the individuals constituting the group. The appeal need not be accompanied by noise, shouting, or

windmill gestures in order to produce this mass reaction. Groups sitting under the influence of a plea very quietly made will, if the matter is rightly presented, respond even more effectively than in gatherings characterized by noise and excitement.

ESSENTIAL CONDITIONS FOR SECURING MASS RESPONSE

There are five essential conditions to be complied with in order to secure mass response: (1) The speaker must from the start convince the group in one way or another that she is on their side or, in other words, in sympathy with them and their interests. (2) She must also convince them that what she is trying to accomplish is for their best development. (3) She must make them feel that by acting as suggested they will at the same time help others, thus making their response serve an unselfish purpose. (4) Then the points to be emphasized in the "talk" must be strengthened by abundant, pertinent illustration. (5) Finally the style of her address must partake as little as possible of the didactic, or obviously preaching type.

Not all deans will be equally successful in securing this mass reaction, but every dean can improve in technique by study, and she ought to be willing to undertake that study since this form of influence is needed. The time saved by addressing the girls in groups rather than singly is only a minor argument in its favor, but is one for busy deans to consider.

The best success will be attained by a fixed policy on the part of the dean of making sure, by whatever means necessary, that the students come to know that she *is* on their side. This is no more necessary in securing mass reactions than in any other of her relations to her girls. No dean should overlook this fundamental principle of her work and depend upon her established reputation, the dignity of her office or even her authority to discipline, to secure compliance with her suggestions. This is the hardest and least effec-

tive method. Once convince the students that, while she does not condone wrongdoing, she is always and sympathetically desirous to help them, and she will have a loyalty which will be a joy to her and a basis for the very best help to the girls. When she has secured their cooperation many of the matters included in the list below can and ought to be presented to the girls in groups.

PURPOSE IN PRESENTING THE TALK MATERIAL

The dean will generally know that she wishes to talk over certain things with the girls in these mass gatherings, but it has probably been the experience of every dean, as it has been of the writer, that after the talk has been given something will suggest other things which should have been included and, if thought of in time, could have been included and thus have made the talk more persuasive and acceptable. The material here given is therefore offered as a source to which deans may go for suggestions.

In the list of *subjects* for talks several titles are sometimes given for each talk; from these titles the dean may choose the one most nearly meeting her needs. The suggestive list of *topics* offered under a general heading may help the dean to decide more quickly just what she will include in her talk. These will, therefore, serve as her subtopics and possibly bring to mind important matters which might otherwise have been overlooked. The same topic may be used in more than one talk where it applies equally well. Deans are invited to use all or any part of this material as freely as they wish without going to the trouble of giving credit for it.

In the illustrative *talk outlines* the material offered for the talks is more than can be utilized profitably in a single half hour or hour but is made abundant so that the deans may see how easy it is by this system to select what best meets the needs of her group.

It would be worth while in some cases to have the points of the talk which the dean wishes the girls or young women especially to remember and heed mimeographed or printed in sufficient quantity to distribute at the end of the talk. By seeing that each girl has a portfolio, loose-leaf notebook, or other device for filing the "points" for occasional review, the certainty of securing the desired mass reaction will be augmented.

Those deans who establish the right relations with their students and prepare and give these talks, not from the angle of a disciplinarian or censor but as a helpful friend of the girls, will find them a fruitful source of influence.

NEW SYSTEM OF DEVELOPING TALKS TO GIRLS

Young deans, and sometimes those longer in the service, find it hard and rather onerous to prepare as helpful, forceful, and persuasive talks for these group or mass gatherings as they would like. This is very often because their other duties do not give opportunity for the research demanded in order to assemble the material for a really carefully thought-out address. The talks, therefore, often consist of little else than what occurs to the dean almost on the spur of the moment as necessary or desirable to say.

The system of developing addresses here suggested has been prepared largely to help deans of this sort and should in no case be permitted to take the place of any research work the dean finds time to prosecute.

The system as thus far developed consists briefly, then, first, in a list of *subjects* for such talks; second in a list of *topics* from which subtopics for the addresses may be chosen; and third, in an example or two showing how *outlines for talks* are made up by use of the system. With the outline decided on as above described, deans who have heretofore found it difficult to make their talks eminently helpful, interesting, and

inspiring will, it is hoped, be able, even in the spare time of a busy school year, to prepare satisfactory talks to their girls.

SUBJECTS FOR TALKS TO GIRLS

Arranged Somewhat Chronologically in Relation to the
School Year.

1. How to Fit Into Your New Environment (See Outline page 191.)
2. Right Study Habits
Living on Twenty-four Hours a Day
Mechanics of Study
How to Use the School
3. Health, Athletics, Recreation, Amusements (See Outline page 195.)
Stretching—Play
The Semaphores of Life
Hygienic Observances
4. Physiology of Relations between Men and Women
Boy and Girl Friendships
Familiarity, Spooning, Flirtations
Love, Marriage, Divorce
Platonic Friendships
Big Sister Movement
5. High Ideals as a Means of Happiness to the Young
6. Dancing—Good and Bad Features
Folk Dances
Natural Dancing
Dangers
7. Entertainments of the Right Sort
The Responsibility of Buying a Ticket for the Show
("Whatever show you buy a ticket for, you produce.")
Discussion of Movies and Plays
8. Relation of the Girl to Her Family
Relation of the Girl to Her Companions
Society and Community Relationships
9. Woman's Place in the World
What She Has Done as a Teacher
What She Has Done in Other Professions

- What She Has Done in Industry
What She Has Done as a Mother
10. Organization Life in College
 11. Girl Scout, Campfire Girls, and Similar Recreational Clubs and Associations
 12. Right Living for Men and Women
 13. Work
 14. Ideals and Aims in Life
 15. Happiness—"Perfect Balance of Relations"
 16. Opening the Windows of the Soul
 17. Conversation
 18. Concentration
 19. Vitalized Ability
 20. Adventures in Girlhood
 21. Church and Welfare Work (in cooperation with instructors whose courses cover the subjects):
Settlements and Betterment Work
Children's Courts
Day Nurseries
Playground Work
The Immigrant—Ellis Island
The Immigrant Girl
Immigrant Conditions
The Young Women's Christian Association
The Young Women's Hebrew Association and Similar Welfare Associations for Girls
Travelers' Aid Society Help to Traveling Girls
Salvation Army, City Missions
Not Mark of Greatness to Disown Church
Not Mark of Intellectuality to Disown God
Serving the Common Weal
The Girl a Real and *Present* Part of Society—("Not going to be a part of it later.")
Investment of Influence
 22. College, a Means, a Method, a Force (Not a mere incident, a purpose, a final cause nor a result.)
 23. Good Books and Good Reading Habits
 24. Choices—Responsibility For
Phil. IV. 8; Caleb's Choice, Josh. XIV. 11. Solomon's Choice, I Kings III. 5-9.

Choosing the Most Worthwhile, Eliminating the Non-essentials

25. Thrift
Look Out for the By-products
Personal Responsibility for Conserving Material Resources
26. Peace, Poise
Crises Successfully Met
Losses through Worry
27. The Art of Living
Putting the Best Foot Forward
Self-Expression
The Mobilization of Personal Resources
28. Rhythms of Life
29. The Simple Life
30. Respect for Authority
Rules, Regulations, and Law
31. Respect for Home Folks
Letter Writing
Home Visits
Respect for Home Teachings
Girl Who Uses Her Parents' Money to Buy What They Disapprove
32. True Religion, What It Is and Is Not
Morals, Vices, Virtues, Social Ethics
Stimuli Which Make Good
Chivalry, helpfulness
The Acid Test
33. Personality
Know Thyself
The Discovery of Personal Assets
Elimination of Undesirable Qualities
Ways to Test the Fineness of a Woman
Caddishness Not a Mark of Fineness
Eccentricities Not a Mark of Fineness
Charm—How It Is Acquired
34. True Culture
35. Social Conventions
Manners
Charm of Fine Manners
Posture and Carriage

36. The Girl and Her Accounts
37. Making Friends
The Business of Being a Friend
Friendliness and Friendships
38. The Art and Value of Appreciation
39. Generous Living
The Second Mile
40. The Girl of Tomorrow
You and the New Tomorrow
41. The Increase of Social Inheritance
42. Vacations for a Purpose

Topics from Which to Select Subtopics for Talks.—When the subject for a talk has been chosen the subtopics may be selected from the following list. Only those topics which are closely related to the chosen subject need be considered. Out of those thus chosen only the ones best meeting the needs of the case need be retained, as they will generally make enough material for an hour's talk. These, arranged in some logical order, will make the outline for the talk. The subtopics under each numbered topic in the list themselves generally appear as main numbered topics in their alphabetical order with their own subtopics. By examining each of these the list of related topics from which to choose the subtopics for talks will be considerably extended and the scope of a talk may thus be broadened ad libitum.

SUBTOPICS FOR TALKS

- | | |
|---------------|---------------|
| 1. Ability: | Daring |
| Action | Life |
| Character | Opportunity |
| Genius | |
| Greatness | |
| Power | 4. Adversity: |
| Strength | Misfortune |
| 2. Action: | Trials |
| Deeds | |
| Work | 5. Advice: |
| 3. Adventure: | Prudence |
| Audacity | Teaching |

6. Affectation:
 - Appearance
 - Simplicity
 - Vanity
7. Affection:
 - Friends
 - Friendship
 - Love
 - Sympathy
 - Trouble
8. Affliction:
 - Misfortune
9. Ambition:
 - Applause
 - Fame
 - Reputation
 - Success
10. Amusements:
 - Dancing
 - Festivities
 - Gambling
 - Holidays
 - Pleasures
11. Anger:
 - Hatred
 - Passion
 - Revenge
12. Anticipation:
 - Expectation
 - Hope
 - Trust
13. Apparel (see Dress)
14. Appearance:
 - Beauty
 - Dress
 - Hypocrisy
 - Value
 - Worth
15. Applause:
 - Fame
 - Honor
 - Reputation
 - Success
 - Vanity
16. Architecture:
 - Art
17. Art
18. Aspiration
19. Audacity:
 - Bravery
 - Character
 - Courage
 - Daring
 - Valor
20. Authority:
 - Government
 - Influence
 - Obedience
 - Power
 - Service
21. Awkwardness:
 - Appearance
 - Manners
22. Bad habits:
 - Cursing
 - Drinking
 - Smoking
 - Use of Drugs
23. Beauty:
 - Appearance
 - Art
 - Face
 - Woman
24. Beauty of Nature
25. Beginnings
26. Belief (see Faith, Trust)
27. Boating (see Amusements)
28. Books (see Reading)
29. Borrowing:
 - Plagiarism
30. Bravery:
 - Audacity
 - Character
 - Courage
 - Daring
 - Heroes
 - Valor
31. Candor (see Honesty, Sincerity, Truth)

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| 32. Capacity (see Ability) | 45. Common Sense |
| 33. Cards (see Amusements,
Gambling) | 46. Companionship:
Friends
Friendship
Solitude
Sympathy |
| 34. Care:
Carefulness
Economy | 47. Compensation:
Life |
| 35. Change:
Inconstancy | 48. Compliments:
Applause
Flattery
Praise
Vanity |
| 36. Character:
Ability
Example
Fame
Genius
Reputation
Worth | 49. Conceit:
Pride
Selfishness
Self-love
Vanity |
| 37. Charity:
Pity | 50. Concentration |
| 38. Charm | 51. Confession:
Conscience
Repentance
Self-examination |
| 39. Chastity:
Innocence
Modesty
Purity
Vice
Virtue
Woman | 52. Confidence:
Faith
Trust |
| 40. Cheerfulness:
Contentment
Happiness
Joy
Merriment
Pleasure | 53. Conscience:
Character
Confession
Content
Repentance
Self-examination |
| 41. Choices:
Luck
Opportunity
Prudence | 54. Consequences (see Re-
sults) |
| 42. Christianity (see Faith,
Hope, Prayer, Religion,
Repentance, Worship) | 55. Consideration:
Friendship
Love
Reason
Reflection
Thought |
| 43. Church (see Religion,
Worship) | 56. Consistency:
Character
Constancy
Reason
Reputation |
| 44. Cleanliness:
Appearance
Dress
Life | |

57. Constancy: (see Consistency, Fidelity, Friendship, Honor, Love, Truth)
Heroes
Valor
58. Content:
Happiness
Home
Peace
Satisfaction
Solitude
59. Conversation:
Gossip
Talk
Wit
60. Cooperation
61. Counsel - (see Advice, Friendship, Prudence)
62. Courage:
Audacity
Bravery
Daring
Heroes
Perseverance
Resolution
Valor
63. Courtesy:
Friendship
Gentleness
Manners
64. Cowardice; Cowards:
Despair
Fear
Weakness
65. Cursing (see Bad Habits)
66. Custom:
Fashion
Habit
Manners
Society
67. Dancing:
Amusements
68. Daring:
Audacity
Bravery
Character
Courage
69. Deceit:
Fraud
Hypocrisy
Lying
70. Decision:
Character
Judgment
Resolution
71. Deeds:
Action
Work
72. Desire (see Anticipation, Ambition, Hope, Passion)
73. Despair:
Affliction
Fear
Regret
74. Destiny:
Anticipation
Luck
75. Dignity (see Appearance, Greatness, Honor, Pride)
76. Disappointment:
Failure
Loss
Regret
Sorrow
77. Discernment (see Mind, Observation, Perception)
78. Discretion (see Judgment, Thought, Wisdom)
79. Dreams (see Imagination, Sleep)
80. Dress:
Appearance
Fashion
81. Drinking (see Bad Habits)

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| <p>82. Duty:
 Character
 Morality
 Responsibility</p> <p>83. Eccentricity</p> <p>84. Economy:
 Care
 Prudence</p> <p>85. Education (see Students,
 Study, Wisdom)</p> <p>86. Efficiency</p> <p>87. Egotism (see Self-Love)</p> <p>88. Endurance</p> <p>89. Enjoyment:
 Content
 Happiness
 Joy
 Merriment
 Pleasure
 Solitude</p> <p>90. Entertainment (see
 Amusements)</p> <p>91. Enthusiasm:
 Ambition
 Character
 Strength
 Youth
 Zeal</p> <p>92. Envy:
 Hatred
 Jealousy
 Suspicion</p> <p>93. Error:
 Evil
 Faults
 Sin</p> <p>94. Evil:
 Hatred
 Revenge
 Sin</p> <p>95. Example:
 Duty
 Experience
 Help
 Influence</p> <p>96. Exercise</p> | <p>97. Expectation:
 Ambition
 Anticipation
 Confidence
 Hope
 Trust</p> <p>98. Experience:
 Example
 Growth
 Life
 Progress
 Trials</p> <p>99. Face (see Beauty,
 Woman)</p> <p>100. Failure:
 Error
 Success</p> <p>101. Fairness</p> <p>102. Faith; Faithfulness:
 Confidence
 Fidelity
 Religion
 Trust
 Truth
 Wisdom</p> <p>103. Falsehood (see Hypocrisy,
 Lying, Slander)</p> <p>104. Fame:
 Ambition
 Applause
 Heroes
 Honor
 Reputation</p> <p>105. Family (see Home)</p> <p>106. Fashion:
 Appearance
 Custom
 Society
 Vanity</p> <p>107. Fate:
 Fortune
 Life
 Luck</p> <p>108. Faults:
 Character
 Error
 Lying
 Sin
 Vice</p> |
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| 109. Fear (see Cowardice) | Friendship |
| | Love |
| 110. Feeling: | Sympathy |
| Influence | |
| Sympathy | |
| 111. Festivities (see Amusements, Holidays, Pleasures) | 124. Friendship: |
| | Affection |
| | Companionship |
| | Fidelity |
| | Friends |
| | Hospitality |
| | Love |
| | Sympathy |
| 112. Fidelity: | 125. Frugality (see Economy, Thrift) |
| Faith | |
| Friendship | |
| Honor | |
| Truth | |
| 113. Flattery: | 126. Gambling (see Amusements, Vice) |
| Applause | |
| Compliments | |
| Praise | 127. Generosity (see Kindness, Liberality) |
| Vanity | |
| 114. Force (see Power, Strength) | 128. Generous Living |
| 115. Foresight (see Discernment, Perception) | 129. Genius (see Ability, Character, Mind) |
| 116. Forgiveness: | 130. Gentleness: |
| Kindness | Charm |
| Knowledge | Kindness |
| | Love |
| | Manners |
| 117. Fortitude (see Bravery, Courage, Heroes) | 131. Genuineness |
| 118. Fortune: | 132. Gifts (see Goodness, Kindness, Liberality) |
| Fate | |
| Luck | |
| Opportunity | 133. Goodness: |
| Success | Character |
| Wealth | Kindness |
| | Liberality |
| 119. Frailty (see Weakness) | Morality |
| 120. Fraternities | 134. Gossip: |
| 121. Fraud: | Conversation |
| Deceit | Society |
| Hypocrisy | 135. Government: |
| Lying | Authority |
| 122. Freedom: | Patriotism |
| Independence | |
| Patriotism | 136. Grace: |
| 123. Friends: | Charm |
| Affection | Courtesy |
| Companionship | Gentleness |
| | Manners |

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| <p>137. Gratitude:
Thankfulness</p> <p>138. Greatness (see Ability,
Dignity, Fame, Honor,
Power, Reputation, Suc-
cess)</p> <p>139. Growth:
Experience
Progress
Success</p> <p>140. Habit:
Custom
Fashion
Manners
(see also Bad Habits)</p> <p>141. Happiness:
Cheerfulness
Content
Enjoyment
Joy
Luck
Merriment
Pleasure
Success</p> <p>142. Hatred:
Anger
Envy
Jealousy</p> <p>143. Health:
Life
Mind
Pain
Strength</p> <p>144. Helpfulness:
Companionship
Friendship
Kindness
Sympathy</p> <p>145. Heroes:
Bravery
Courage
Daring
Fame
Valor
Youth</p> <p>146. Holidays:
Festivities</p> | <p>147. Home:
Content
Family
Guests
Happiness
Hospitality
Peace
Satisfaction</p> <p>148. Honesty:
Fidelity
Honor
Truth</p> <p>149. Honor:
Character
Dignity
Fame
Fidelity
Greatness
Honesty</p> <p>150. Hope:
Ambition
Anticipation
Confidence
Expectation
Faith
Trust</p> <p>151. Hospitality:
Festivities
Friendship
Home</p> <p>152. Humility:
Innocence
Modesty</p> <p>153. Humor (see Wit)</p> <p>154. Hypocrisy:
Lying
Selfishness
Self-Love</p> <p>155. Idleness:
Leisure
Solitude
Time</p> <p>156. Imagination:
Dreams
Fancy
Thought
Visions</p> |
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| 157. Inconstancy:
Change | 171. Judgment:
Discretion
Justice |
| 158. Independence:
Democracy
Freedom
Government
Liberty
Patriotism | 172. Justice:
Judgment
Truth |
| 159. Individuality | 173. Kindness:
Affection
Character
Gentleness
Goodness
Gratitude
Sympathy |
| 160. Indolence (see Idleness) | 174. Knowledge:
Mind
Power
Students
Wisdom |
| 161. Influence:
Authority
Example
Feeling
Power
Sympathy | 175. Labor (see Action,
Work) |
| 162. Ingratitude:
Selfishness | 176. Laughter:
Happiness
Joy
Merriment |
| 163. Innocence:
Character
Chastity
Modesty
Purity
Virtue | 177. Law (see Authority) |
| 164. Inspiration: | 178. Learning (see Knowledge,
Mind, Students, Study,
Wisdom) |
| 165. Instruction (see Advice,
Knowledge, Students,
Study) | 179. Leisure:
Idleness
Rest
Solitude
Time |
| 166. Intemperance:
Festivities
Temperance | 180. Levity |
| 167. Intensity | 181. Liberality:
Goodness
Kindness |
| 168. Jealousy:
Envy
Fear
Love
Woman | 182. Life:
Failure
Growth
Health
Success |
| 169. Jestng (see Wit) | 183. Life Work |
| 170. Joy:
Cheerfulness
Enjoyment
Happiness
Merriment
Pleasure | 184. Loneliness |

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| <p>185. Loss:
Disappointment
Failure
Regret</p> <p>186. Love:
Affection
Friends
Friendship
Jealousy
Matrimony
Motherhood
Patriotism
Woman</p> <p>187. Loyalty:
Fidelity
Friendship
Love
Patriotism</p> <p>188. Luck:
Fate
Fortune
Happiness
Opportunity
Success</p> <p>189. Lying:
Deceit
Hypocrisy
Slander</p> <p>190. Manners:
Courtesy
Society</p> <p>191. Matrimony:
Love
Motherhood
Woman</p> <p>192. Memory (see Thought,
Time)</p> <p>193. Merriment:
Cheerfulness
Happiness
Joy
Laughter
Wit</p> <p>194. Mind:
Health
Knowledge
Study
Thought
Wisdom</p> | <p>195. Misfortune:
Adversity
Affliction
Suffering</p> <p>196. Modesty:
Character
Innocence
Woman</p> <p>197. Morality:
Character
Goodness
Virtue</p> <p>198. Motherhood:
Love
Matrimony
Woman</p> <p>199. Motive (see Feeling, In-
fluence, Reason)</p> <p>200. Music</p> <p>201. Nature:
Solitude</p> <p>202. Nobility (see Character,
Greatness, Worth)</p> <p>203. Obedience:
Authority
Character</p> <p>204. Observation (see Discern-
ment, Mind, Percep-
tion)</p> <p>205. Occupations:
Work</p> <p>206. Opportunity:
Decision
Destiny
Fate
Life</p> <p>207. Optimism</p> <p>208. Pain (see Health)</p> <p>209. Painting (see Art)</p> <p>210. Passion (see Anger, De-
sire, Hatred, Revenge)</p> <p>211. Patience</p> |
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| 212. Patriotism: | Knowledge |
| Heroes | Mind |
| Independence | Strength |
| Peace | Success |
| 213. Peace: | 224. Praise: |
| Content | Applause |
| Rest | Fame |
| 214. Perception (see Observation) | Flattery |
| | Worship |
| 215. Perfection: | 225. Prayer: |
| Character | Influence |
| Growth | Praise |
| Success | Religion |
| | Reverence |
| | Worship |
| 216. Perseverance: | 226. Prejudice: |
| Ability | Mind |
| Courage | 227. Preparedness |
| Decision | |
| Patience | 228. Pride: |
| Success | Dignity |
| 217. Philanthropy (see Kindness, Liberality, Sympathy) | Selfishness |
| | Vanity |
| 218. Pity (see Charity, Kindness, Sympathy) | 229. Principle: |
| | Character |
| 219. Plagiarism: | Fidelity |
| Borrowing | Honor |
| Honesty | Morality |
| | Motive |
| | Truth |
| 220. Pleasures: | 230. Procrastination (see Leisure, Time) |
| Amusements | |
| Content | 231. Progress: |
| Enjoyment | Ambition |
| Festivities | Growth |
| Happiness | Success |
| Joy | |
| Laughter | 232. Propriety |
| Merriment | |
| 221. Poise | 233. Prudence (see Advice, Care, Wisdom) |
| 222. Popularity: | |
| Applause | 234. Purity: |
| Fame | Chastity |
| Reputation | Modesty |
| Success | Woman |
| 223. Power: | 235. Purpose |
| Authority | |
| Government | 236. Questionable Amusements |
| Influence | (see Amusements) |

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| 237. Quotation (see Borrowing, Plagiarism, Reading) | Decision
Power
Strength |
| 238. Reading:
Students
Study | 248. Resourcefulness |
| 239. Reason:
Consideration
Mind
Motive
Thought | 249. Responsibility (see Character, Duty) |
| 240. Recreation | 250. Rest:
Content
Peace
Solitude |
| 241. Reflection:
Consideration
Self-examination
Thought | 251. Results |
| 242. Regret:
Confession
Conscience
Despair
Disappointment
Repentance | 252. Revenge:
Anger
Hatred
Passion |
| 243. Relaxation | 253. Reverence (see Prayer, Religion, Worship) |
| 244. Religion:
Confession
Duty
Faith
Praise
Prayer
Reverence
Righteousness
Virtue
Worship | 254. Rhythm of Life |
| 245. Repentance:
Confession
Conscience
Prayer
Sin
Sorrow | 255. Right; Rights (see Freedom, Independence) |
| 246. Reputation:
Character
Fame
Gossip
Honor | 256. Righteousness:
Morality
Religion |
| 247. Resolution:
Character
Courage | 257. Rumor (see Gossip, Slander) |
| | 258. Satisfaction:
Content
Happiness
Rest |
| | 259. Sculpture:
Art |
| | 260. Secret Societies (see Sororities, Fraternities) |
| | 261. Self-control |
| | 262. Self-esteem (see Self-love) |
| | 263. Self-examination:
Confession
Conscience
Reflection |
| | 264. Selfishness:
Conceit
Pride
Self-love |

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| 265. Self-love: | Repentance |
| Conceit | Trouble |
| Pride | |
| Selfishness | 282. Speech (see Conversation, |
| Vanity | Gossip, Thought) |
| 266. Self-reliance | 283. Spirituality |
| 267. Self-respect | 284. Sport (see Amusements) |
| 268. Sensibility; Sentiment | 285. Strength (see Ability, |
| (see Feeling, Influence, | Growth, Power) |
| Sympathy) | |
| 269. Service: | 286. Students: |
| Duty | Study |
| Help | 287. Study: |
| Kindness | Students |
| 270. Simplicity: | 288. Success: |
| Appearance | Fate |
| Fashion | Fortune |
| Living | Growth |
| Manners | Luck |
| Youth | |
| 271. Sin: | 289. Suffering: |
| Evil | Affliction |
| Faults | Misery |
| Vice | Misfortune |
| 272. Sincerity (see Fidelity, | 290. Suspicion: |
| Honesty, Truth) | Doubt |
| 273. Skepticism | Envy |
| | Jealousy |
| 274. Slander: | 291. Sympathy: |
| Gossip | Affection |
| Lying | Companionship |
| 275. Smoking (see Bad Hab- | Feeling |
| its) | Friendship |
| | Influence |
| 276. Snobbishness | Kindness |
| 277. Social Inheritance | 292. Talents (see Ability, |
| | Character, Genius, |
| | Mind) |
| 278. Society (see Fashion, Life | 293. Talk (see Conversation, |
| Manners, Scandal) | Gossip) |
| 279. Solitude (see Fear, Na- | 294. Taste: |
| ture, Rest) | Choice |
| 280. Sororities | 295. Teaching (see Advice, |
| | Students) |
| 281. Sorrow: | 296. Temperance (see Festiv- |
| Disappointment: | ities, Intemperance, |
| Pain | Moderation) |
| Regret | |

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| 297. Temptation:
Example
Vice | 314. Value:
Worth |
| 298. Tenacity | 315. Vanity:
Conceit
Dress
Fashion
Flattery
Pride
Self-love |
| 299. Thankfulness (see Grati-
tude) | |
| 300. Thieving | |
| 301. Thought:
Consideration
Discretion
Imagination
Mind
Reason
Wisdom | 316. Vices:
Bribery
Sin |
| | 317. Victory:
Success |
| 302. Thrift (see Frugality) | 318. Virtues:
Character
Chastity
Goodness
Innocence
Truth
Wisdom
Worth |
| 303. Time:
Idleness
Leisure | |
| 304. Trials (see Trouble) | |
| 305. Trouble:
Affliction
Misfortune
Sorrow | 319. Visions (see Imagination) |
| | 320. Voice:
Conversation
Music |
| 306. Trust:
Anticipation
Confidence
Expectation
Faith
Hope | 321. Weakness:
Cowardice
Fear |
| | 322. Wealth (see Fortune) |
| 307. Truth:
Fidelity
Honor
Wisdom | 323. Wife (see Home, Love,
Matrimony, Mother-
hood, Woman) |
| | 324. Wilfulness |
| 308. Unkindness | 325. Will:
Decision
Deeds
Mind
Power
Resolution
Strength |
| 309. Unselfishness | |
| 310. Uprightness | |
| 311. Use of Drugs (see Bad
Habits) | |
| 312. Use of Time | 326. Wisdom:
Discretion
Knowledge
Mind
Truth |
| 313. Valor (see Audacity,
Bravery, Courage He-
roes) | |

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| <p>327. Wit:</p> <ul style="list-style-type: none"> Conversation Humor Jesting <p>328. Woe (see Trouble)</p> <p>329. Woman:</p> <ul style="list-style-type: none"> Beauty Character Face Love Matrimony Motherhood Wife <p>330. Work:</p> <ul style="list-style-type: none"> Action Business Deeds Occupations | <p>331. Worry</p> <p>332. Worship (see Faith, Praise, Prayer, Religion, Reverence)</p> <p>333. Worth:</p> <ul style="list-style-type: none"> Value <p>334. Youth:</p> <ul style="list-style-type: none"> Enthusiasm Heroes Innocence Motherhood Simplicity Zeal <p>335. Zeal (see Ambition, Enthusiasm, Resolution, Work, Youth)</p> |
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Making Talk Outlines by the New System.—The two outlines given below as illustrations are developed in accordance with the two common practices in preparing working outlines. The first carries the outline out to rather minute or detailed subtopics, such as speakers who talk offhand from notes often employ. The second states the topics more generally with few sub subtopics, a form which most persons would use who are preparing to write out their address.

Developing the Talk on "How to Fit into Your New Environment."—As illustrative of the procedure in preparing addresses by this system, outlines are prepared upon the first two subjects in the list, viz.: "How to Fit into Your New Environment," and "Health." When one has chosen which of the alternative subjects under these headings will be used, the next step is to select from the preceding list the topics which have a fairly intimate bearing upon that subject.

In the first subject, especially where the talk is to be to freshmen, there will be a wider range than in any subsequent talk, in order that new students may have help in the beginning along all phases of their new work and relations. Of course some of these lines or

topics will be the subject of more detailed talks later. It may be necessary to divide the material for this first talk, for lack of time at any one session into a series of several talks.

The number of topics a dean will choose from the list for this talk will, therefore, be greater than for her subsequent ones, and might include some of the following (arranged alphabetically) :

PERTINENT TOPICS FOR TALK ON "HOW TO FIT INTO YOUR NEW ENVIRONMENT"

	Affectation		Opportunity
	Amusements		Patience
E	Beginnings		Peace and poise
	Best-there-is-in-you		Perseverance
	Business methods		Pleasures, harmful
	Caddishness		Pleasures, helpful.
	Choices		Purpose
	Concentration		Reading
	Conversation		Reflection
	Courtesy		Relaxation
	Dress		Religion
E	Duty		Resourcefulness
	Example		Self-reliance
E	Friendships	E	Society
E	Habits		Simple life
	Happiness		Success
E	Health		Sympathy
	Helpfulness		Thrift
	Kindness		Truth
	Loyalty	E	Work
	Manners		Worry
	Meditation		Zeal

With the full list of pertinent topics thus sorted out the dean may choose certain in the list as essential for her particular body of students and for her school and mark them with an *E*, as has been done above. These she may then proceed to arrange in any order which seems logical under the circumstances. Having thus before her mind exactly the matters about which she wishes to talk, she then puts the abstract names appearing in the list into more living form, at the same time utilizing points suggested by items of the pertinent list not marked with the *E* as essential, jotting down striking ways of saying things, apt quota-

tions she wishes to use, and incidents illustrative of the points she plans to make—possibly noting a good humorous story or two having a bearing—and her talk will then have somewhat the following appearance and will provide all the notes she will need if she talks extemporaneously. In case she chooses to write out the address at length, that is a comparatively easy matter with this full outline before her.

WORKING OUTLINE FOR TALK ON "HOW TO FIT INTO YOUR NEW ENVIRONMENT"

Beginnings:

1. Accept help freely:

- (a) Away from home for the first time, remember you were never before surrounded by so many helpful sincere friends.
Helpers on all sides, faculty and students. Ask advice freely.
- (b) Everybody wants you to get the best start possible.

2. Habits:

- (a) No need to continue any old habit you know to be objectionable.
- (b) A rare opportunity to form good, clean, friend-winning, honor-winning, success-winning new habits. "One is never too old to learn or unlearn anything."
- (c) Put your best foot forward. The best there is in you will be none too good to start with.
- (d) This is a rare psychological moment in your life. The right thing done every time at this important point will amount to more than a hundred right things done in the later every-days.

3. Relation to your new home:

- (a) Determine to succeed as a roomer.
- (b) Have your first little matters of business done in a businesslike way; arrangements about your room, use of house outside of ordinary occupancy of room, for invited company, for callers, for laundry, pressing, etc., kitchen privileges, unusual uses of room for candy making and bits of fun.

A careful regard for business proprieties, even in so small a way as comes to the average student, practiced consistently for the years of school life, will lay the foundation for a lifetime of good business habits.

- (c) Consider your matron your mother. Meet every effort on her part to make you comfortable and happy by appreciation and sincere reciprocal effort on your part. Consistent courtesy and thoughtfulness produce a harvest in kind even in the most barren soil.

4. Methods of work:

- (a) Form good study habits.
- (b) Living on twenty-four hours a day.
- (c) Establish daily schedule and live up to it consistently. Include eating, sleeping, studying, recreating (walks, games, etc.)
- (d) Cooperate with the other girls in your group in observing study hours strictly, if there are any, and in establishing them if there are none. Business houses sometimes post some such signs as these, "Be brief!" "We have our living to make and it takes considerable of our time to do it." "This is our busy day," etc. etc. Having agreed with your chums as to study hours let it always be known with a definiteness that cannot be overridden when anyone thoughtlessly interrupts, *that you are busy*. Study tactful ways of dismissing callers during study hours. If business men learn this art in order that their business may not be unnecessarily interrupted, why not you?
- (e) Never let trivial matters prompt you to break over such agreement.
- (f) By a little thought you can have your fun and just as much of it by planning for the time outside of study hours.
- (g) Remember that you are doing your chums who must get their lessons a great injustice by interrupting their study.
- (h) Have a suitable and convenient place for everything and keep it there.
- (i) Work done in periods of utmost concentration is quickest done, easiest done, best done, and will be

most permanent; therefore do every piece of work with the utmost concentration at your command.

- (j) It is hard to think of a life occupation in which an acquired habit of concentration would not form one of the chief qualifications.
- (k) Always do your studying with the light falling on your eyes and work, from the right angle and of the right intensity. Your eyes are your greatest asset in study and still more in after life and you cannot afford to offend against them. Start this study habit right and consistently practice it. You will soon find that "where there's a will there's a way."
- (l) Until now probably your parents or teachers have largely determined your study program. You are now given an opportunity to show whether you can as wisely map out and utilize your time. (For girls away from home).
- (m) Never forget or neglect for even a quarter of an hour the matter of ventilation. Study done in a poorly ventilated room is never more than half done.

5. Conserve your health:

- (a) Consistently practice the exercises and recreations prescribed.
- (b) Consistently indulge in at least an hour of pleasurable relaxation and amusement daily.
- (c) Practice every hygienic observance, especially the following:
 - Take plenty of restful sleep.
 - Eat regular wholesome, appetizing food.
 - Bath daily or every other day.
 - Brush teeth at least twice daily.
 - Observe proper safeguards in using the eyes.
 - Avoid unnecessary exposure to infection or contagion even going so far as to safeguard yourself from those having infectious colds.
 - Avoid sudden changes of temperature.
 - Make sure of a supply of pure drinking water.
- (d) Avoid conditions which are wearing on the nerves. Beware of headaches. Discover causes and eliminate them.
- (e) Keep buoyant, hearty, happy. You probably have come to school under the impression that the first thing the faculty expects of you is to pre-

pare the lessons assigned. This is not quite true. They expect you, first of all, to make sure that your health is maintained. Therefore heed every danger signal and play safe with your health, physical, mental, social, and moral.

6. Meeting school social obligations:

- (a) From the start adopt right practices regarding acknowledging invitations and returning calls of faculty and fellow students. Any book of "Etiquette or Manners" will tell you how.
- (b) Learn the practices regarding recognition of teachers and students, especially upper classmen, on campus and in halls.
- (c) Cultivate well-balanced social habits. The timid, diffident, supersensitive, awkward, untrained in social usage, plainly clothed, should choose abundance of social activity.
- (d) The oversocial should choose a few of the most worth-while social activities and say "No" to all others until a safe balance is reached.
- (e) Choose a church home and make it a practice to attend regularly. It is not an evidence of greatness or of superiority to be irreligious or anything less than frankly, sincerely and actively religious.
- (f) Most girls learn early that the provision for proper chaperoning is for their benefit, not for that of the school authorities. It is not necessary that a girl deprive herself of any innocent fun in her determination to keep her name clean and respected. The one precaution she should take is to see for herself that she is properly chaperoned where there could be any doubt as to what others might say.

7. Observing the requirements of the school:

- (a) From the handbooks and other printed directions learn and at once put into practice the regulations and traditions of the school such as:
 - General regulations.
 - Undergraduate government regulations.
 - Boarding house regulations.
 - Joining organizations.

8. The home letters by those away from home:

Keep folks in touch with your life and activities by detailed news and descriptions and so let your home people "take the college course by proxy."

9. Student organizations:

Ones to join.

Ones to avoid, at least for a while.

10. Miscellaneous:

(c) Enter heartily into good-times gatherings and

(b) Adaptability and cooperation.

(a) Loyalty to institution.

affairs planned by faculty and students to help you to get acquainted.

(d) Make this the occasion of a through self-appraisal.

Developing the Talk on Health.—For the development of the talk on health, proceed in the same manner as for the first subject. The pertinent topics might be the following (arranged alphabetically) :

PERTINENT TOPICS FOR TALK ON HEALTH

E	Amusements	E	Health
	Beauty (personal)		Jealousy
	Beauty of nature		Judgment
	Chastity		Life
E	Cheerfulness		Luxury
	Choices		Peace and poise
	Cleanliness	E	Pleasures, harmful
E	Common sense	E	Pleasures, helpful
	Dress	E	Relaxation
	Envy		Simple life
E	Exercise		Will
	Grace		Wisdom
E	Habits		Work
	Happiness		Worry

Of these pertinent topics, those marked *E*, we will say, have been selected as essential under the circumstances; and, proceeding to develop the working outline as before, we have something like the following:

WORKING OUTLINE FOR TALK ON HEALTH

Put health first:

1. Health comprises physical, mental, social, and moral soundness. No one is fully fit and able to do her best who

is ailing in any of these four departments of her being. Securing and maintaining health is the first duty of every student.

2. Lessons do not take precedence over health. Social affairs do not take precedence over health. Athletics do not take precedence over health. For success in these and enjoyment of them depend upon health. "Safety first" should be the student's motto when any one of the four forms of health is involved. Learn from the beginning of your school life to say "No" when anyone tempts you to violate the laws of either physical, mental, social or moral health.
3. Health of the student is of importance to a number of interests. Every illness of the student tends to defeat the purpose of the school in that it lessens the results of the expenditure of time, effort, and money on its part to educate her.
4. Likewise, every illness of the student tends to defeat the purpose of the parents in their sacrifice to give their daughter an education.
5. But to even greater extent every illness is an irreparable loss to the girl herself.
6. She loses confidence in herself and worries. She cannot study so successfully, if at all. She cannot enjoy life in all of its aspects when ill. Every illness paves the way for succeeding ones.
7. The school on its part furnishes to the students as its share in health maintenance the best health advice obtainable. The least that the students can do is to do their part by fully and conscientiously carrying out this advice.

Maintenance of health:

The mottoes of the new era upon which we are entering might well be "An ounce of prevention is worth a pound of cure." "Health maintenance is surer and easier to take than medicine."

1. How defects are detected:

The physical examination tells you in what respect you are not up to normal physically. A conference with the dean may reveal particulars in which you are not up to normal mentally and socially. Your own conscience will

tell you in what respects you are not up to normal morally.

2. How defects are remedied:

There are three outstanding influences which tend to remedy many health defects:

Cheerfulness, even though it is maintained under difficulties. Hygienic observances and the full line of health habits listed in Appendix D. Common sense as to dress and participation in social activities, even to the extent of differing with associates whose respect you very much desire.

The physical defects can probably be remedied by following the physical director's advice as to gymnasium and home systematic exercise, outdoor sports, recreations, and amusements. See Chapter VII for lists from which to select the most effective sports, recreations, and amusements. The mental and social defects can probably be remedied by following advice as to what mental and social activities to emphasize and what mental states to avoid and learning how to study and behave properly. The moral defects will probably disappear by adopting a frank, active, outspoken religious life.

3. Athletics and health:

Athletics are strongly competitive sports and will do those girls the most good who

- (a) Need the more strenuous forms of exercise to round them out properly. (2) Need stronger incentive of competition to lead them to do their best in the rounding-out process. (3) Need the more detailed oversight given to members of the teams and substitute teams.

4. Outdoor recreations and amusements and health:

Three results must follow indulgence in outdoor recreations and amusements if they are a success: (1) They must be physically upbuilding. (2) They must furnish a complete change from study and classroom work and produce the mental relaxation needed. (3) They must be distinctly pleasurable, so much so that they are entered into with eagerness and enthusiasm. Recreations and amusements accomplishing these three purposes should be chosen by every girl. (See lists in Chapter VII.)

5. Indoor recreations and amusements and health:

Indoor recreations and amusements accomplish two purposes: (1) They are somewhat of a substitute for out-

door recreations and amusements in inclement weather or whenever it is impracticable to be out of doors. However, they should seldom be allowed to take the place of outdoor activities, as they afford but little physical exercise, and even under proper conditions but little perfectly free, pure air. (2) If properly indulged in they afford excellent opportunities for relaxation, both physical and mental. They should be free from frictions at whatever cost, and definitely pleasurable. If too stimulating they defeat the purpose of affording relaxation and such should be indulged in sparingly. Every entertainment or show you attend should be as carefully considered as what you will eat or wear. This is quite contrary to the usual practice of students going to a show, as generally the selection is decided largely on impulse. To most the knowledge that it promises to be an exciting or good entertainment is enough. In fact, entertainments just as enjoyable and exactly meeting other high needs could, by a little prearrangement, be chosen in most school towns. Even the starving cannot afford to eat poisonous food, nor can any girl, no matter how deprived of the chance to go to entertainments, afford to go to an objectionable one.

6. Social activities and health:

Your social activities should be so carefully chosen that under no circumstances do they impair physical, mental, or moral health. If you are not sure which of those offered you ought to choose, advise about them with your dean or social director.

Student Cooperation in "Talks to Students."—One dean¹ has been carrying out a plan for "Freshman Chapel" as an experiment in the orientation of freshman. The student chairman in writing the author about the plan said that it has been found very successful in awakening a class consciousness through an inspirational gathering. A meeting was first called of several freshmen and student counselors, to consider the formation of the organization. This group elected a chairman, the committee heads, and the faculty adviser and decided upon a weekly meeting. This meet-

¹Mrs. E. B. Durand, Dean of Students, The North Carolina College for Women, Greensboro, N. C.

ing is not intended to take the place of the regular college chapel, but is the freshman's own regular class gathering, planned and conducted entirely by freshmen. The program includes both devotional and inspirational material. Some of the aims are to provide an opportunity for the class to know itself and to discover and develop the abilities or talents of the individuals. The committees in charge of all arrangements are program, choir, chapel arrangements, publicity, attendance and music.

The service usually includes a processional hymn sung by the vested choir, devotional, announcements, the program, and a recessional hymn, taking in all from thirty to forty minutes. Presidents of student organizations are invited to speak on various phases of college life and traditions, pageants are given, musical programs are arranged, and there is a final talk for the year by the dean on "A Sophomore Perspective."

The student chairman of the freshman class of 1929, in concluding her account of the plan, said that the benefits were a matter of spirit rather than of tangible, obvious accomplishment, that the feeling of unity engendered in the class, the knowledge gained of the talent and ability of its members, the opportunity given to know one's classmates, besides the intrinsic worth of devotional and inspirational programs are very real. She also said that the cooperative spirit of these same students as sophomores may be traced with certainty to the influence of Freshman Chapel and so leads to the conclusion that the experiment was a success.

The list of topics used and of other program features is printed here in full, as they may prove suggestive to some other group working at this problem of orientation.

TOPICS FOR FRESHMAN CHAPEL

The Relationship of the Big Sisters to the Little Sisters.

If I Were a Freshman Again.

A Freshman's Impressions of Student Activities.

Student Government as Seen in College Activities.
Principles of Student Government.
Student Government as I Have Seen It.
History and Traditions of North Carolina College.
A Freshman's Interpretation of the Y. W.
The Department of Religious Education.
The Department of Campus Citizenship.
The Freshman Commission.
World Fellowship.
The Wise Use of Leisure.
The Importance of Athletics to Health.
Relation of a Freshman to Athletics.
Athletics and Their Relation to Other Athletics.
Character.
The Freshman and Her Studies.
The Listener's Part in Music.
Scholarship.
The Student League of Nations.
Travel.
Medicine as a Profession for Women.
Community Ideals.
A Sophomore Perspective.
Thanksgiving Pageant.
A Christmas Eve Pageant.
Recital.
Community Sing.
Easter Music.
Sing and Class Meeting.
Orchestra.
College Publications.

Among the suggestions offered as a result of the first year's experiences with this project were first, to vary the personnel of the programs by not having faculty, students and outside speakers in consecutive order but alternating on the program; second, to vary the type of program (not too many talks following each other); third, to have musicales and pageants for variety and interest even if they entail more preparation; fourth, to use as many of the freshmen as possible; fifth, to keep the time of the program within the limits set; sixth, to refrain from long lists of announcements (use bulletin boards); and seventh to leave some time for class meetings.

Using the Lists for Developing Other Talks.—Working outlines for any of the subjects in the list or any others upon which the deans may choose to speak can thus be easily worked out. It is believed also that the system, when completed by the dean's collection of illustrative material, will prove a great help to those who, in response to the appeal made in Chapter XXIII wish to extend their influence by writing and public speaking generally. By the use of this help in the preparation of articles for periodicals and for papers at conventions or for other addresses it is hoped that a fresh impetus may be given to the use of these powerful agencies in the development of a stronger young womanhood in America.

CHAPTER XI

INSPIRATION OF BIOGRAPHIES OF GREAT WOMEN

There is a fair collection of stimulating biographies of women who have been leaders in new fields, or prominent in old ones, and who through self-sacrificing effort have succeeded in gaining a foothold for themselves in these fields and in thus opening the way to other women. They are stimulating reading and not lacking in interest even to young girls. For this purpose we need more such biographies of the stimulating, well-written kind such as those of Mary Lyon¹ and Alice Freeman Palmer.²

It is safe to say that not one young woman in ten at the age of twenty has read the lives and achievements of as many as half a dozen of these notable women of the world. The accessibility of libraries in almost every community has made the purchase of any considerable number of books by ordinary families unnecessary and unusual. For this and other reasons the reading of the children has ceased to be supervised to any great extent by the parents. Certain reading is required in connection with various school courses, but this all told seldom amounts to anything like a comprehensive course of reading and the lives of famous women seldom form a part of it. The majority of the books voluntarily read by girls in their teens is fiction, as the library records show. The result is that biographies of great women are seldom read by

¹Beth Gilchrist, Houghton Mifflin, 1910.

²George H. Palmer, Houghton Mifflin, 1908.

them and thus they may go through life without the high ideals, the hope and inspiration which these biographies would produce.

Fiction of the right sort arouses some of these up-building qualities, but it must not be forgotten that, when all is said, young people moved by an uplifting book of fiction do not stay uplifted as they do when stimulated by a similarly inspiring true story of another woman's life and achievements. Unconsciously, the mind discounts the story of achievement which is only the product of the imagination of some author, even though it may be true to life and entirely probable. There is a permanency in the uplift which comes from reading accounts of results attained in lives actually lived. The child in us demanding a "true story" should be encouraged to continue asking for stories of *real* people doing *real* things. It will always be safe to say that "truth is stranger than fiction" and when such stories are well told they are as absorbing reading material as any novel ever written.

A dean can therefore hardly find an instrument for inspiring hope and ambition for high achievement in her girls equal to the biographies of great women. There are, however, biographies and biographies. Little will be gained by using the old-type, prosaic biography. There are plenty of the newer type available, however, as fascinating as a novel and it is this sort that should be procured and supplied freely to the girls. If a dean arranges a series of talks on what women have done in various fields she can arouse interest in the women who were pioneers in the higher education of women, in the professions of medicine and law, in social work, in other welfare activities, and in the exalted field of high-minded motherhood.

Thus can girls be stimulated not only to desire increased knowledge in this field of women's accomplishments, but their imagination can be quickened and their aspirations aroused to imitate these doers of

great deeds and they in turn may take to pioneering in the still large and important fields of social betterment and progress.

So much of the present freedom of women has come as a result of the successful daring of other women that we owe them at least an acquaintance with their work. Charlotte Perkins Gilman, referring to the debt we owe these women of past days, says:

The trail-breakers behind them made easily possible the amazing steps they take. These girls that are so "free", a freedom that costs them nothing, are either forgetful or frankly ignorant of the strong, daring, patient women who opened the doors of university and professional school, who strove more than sixty years for the ballot, who worked their way into art and science, trade and business, till there remained no obstacle before these ardent young folks except themselves.¹

Too much does one age fail to recognize the debt it owes preceding ages. Through a study of biography and history this tendency may be somewhat overcome.

An interesting three-minute test to apply in order to discover how generally the girls are acquainted with the accomplishment of women in the various fields of endeavor is to give them a list of women famous in one line or another and ask them to write after each name at least one specific thing for which each is noted. This has been done with college freshman women with very enlightening and amusing results. The majority of them will associate "Uncle Tom's Cabin" with Harriet Beecher Stowe and "Little Women" with Louisa M. Alcott, but Mary Lyon, Alice Freeman Palmer, Florence Nightingale, Madam Curie, Abigail Adams, Elizabeth Fry, Helen Keller, Clara Barton, Elizabeth Cady Stanton, Rosa Bonheur, Jean Ingelow, Elizabeth Blackwell, and a host of others, for the vast majority of the group, will awaken no memories of deeds done under strange or thrilling conditions.

¹"Vanguard, Rearguard and Mud-guard," *Century*, 104:348-53, July, 1922.

Such a test can well become a point of departure for a series of discussions on what women have done to make the world better and the life of women broader and richer because they lived and dared. These tales of heroism, of self-sarifice, of determination to succeed, of belief in their own abilities, of difficulties met and conquered, of dauntless courage, of successes and sometimes failures, and of the effect of their efforts upon present-day conditions should certainly form a prominent part of a dean's material for stabilizing the standards and stimulating endeavor of girls. There is no way to measure exactly the value of the inspiring effect upon young people in their formative years of well-told true tales of the golden deeds of others. For girls to know that other girls determined their choice of a life work on the principle of what that particular work would contribute to the progress of humanity toward better living conditions and higher thinking will surely give impetus to that ever present spirit in every girl waiting to be awakened to "follow the gleam to the transcendent heights."

CHAPTER XII

VOCATIONAL GUIDANCE FOR GIRLS

GIRLS GENERALLY RECEIVE INADEQUATE VOCATIONAL COUNSEL

Vocational guidance may ultimately be accomplished with a certainty not now believed possible, by methods now being worked out by experts. Until this is done this important matter of the guidance of girls and young women must proceed as formerly upon the basis of the judgment of the advisers who surround the girls during their formative years. It has always been one of the sources of greatest loss to civilization that those who stand next to our young people during these all-important years have generally been individuals poorly qualified to advise regarding vocations.

The statistics of adult workers in the United States show that not more than one in five selects and enters a life work for which he is best fitted. In other words, four out of five get into life wrong and many of these entering life thus handicapped go through life partial or complete failures because of it. The replacement work of the better type of industrial plants where special attention is paid to the work of finding the right place for these misfits proves that practically every such misfit becomes a success when the proper occupation is found.

This careless vocational guidance of our boys and girls is largely responsible for these misfits. When one considers the disappointments, the heartaches, the losses of time and money put into education and training never thereafter fully utilized, the losses of opportunity and earnings which come to the individual thus

wrongly guided and the equally great losses which fall upon society generally and every one having to do with such misfits, then do we realize that the crude, careless trifling which we see everywhere with this all-important matter is little short of criminal. Any one who in afterlife deprived them of an equal amount of life, liberty, the pursuit of happiness, time, money or opportunity would be branded as a criminal.

Probably not once in a hundred times do young people have parents who know enough about the psychology of childhood and adolescence or the multitude of occupations to be safe advisers concerning the occupation in which their children are best fitted to engage. This statement holds equally true generally of teachers and instructors, who, next to the parents, have the greatest responsibility in guiding the young people in the choice of a vocation and the means of preparing for it.

Teachers as a class, outside of those whose courses make practical investigations necessary, are far removed from the busy affairs of the industrial world, and with few exceptions they generally choose to keep aloof from them. Aside from supplying their own small wants they have few contacts with the business and industrial world. In the preparation for and the pursuit of their profession they are housed in buildings as far removed as possible from the noise and rush of business. They live in an atmosphere of detachment and freedom from the worries which are the common heritage of the toiling masses. They rarely set foot inside of one of our modern industrial plants where many of these young people under their care are going to spend their lives, much less do they take the pains to learn the details of a single one of the thousands of jobs which their charges will soon be filling. While there are exceptions, as a profession, they are idealists living almost entirely outside the realm of the realities of the business and industrial world.

The guidance of students is in process of evolution. Many experiments are being tried. Some of the findings are proving useful, some are being discarded, but in the main a body of useful material is being gradually brought together which will eventually give the essentials for working out in school and college a system for the guidance of students that will be sound and safe and equally as efficient as that now in operation in industry. At present various agencies, at work more or less independently, are coming to recognize the value of combining the results of their separate lines of study under one comprehensive record and of placing the responsibility for coordinating the whole body of facts which have been collected about the individual student upon the shoulders of an official to be known as a personnel worker or by a similar title, and giving the student the advantage of the sum total of these findings as a guide to his scholastic work and to his future career. Enough successful results are recorded to justify the faith that this system of coordination is in the right direction and that the personnel work and worker will come to be recognized as necessary in both school and college, but the progress in providing such specially qualified directors of personnel is slow.

Recently an industrial expert who had become interested in ascertaining what facilities the colleges were offering students for investigating the detailed requirements of jobs visited one of the well-known larger colleges which had boasted of the efficiency of its service to its students in this field, and asked, among other things, to be shown the data given students who asked for the exact requirements of jobs open to college men. The director produced such descriptions of only twelve jobs or positions. When the expert showed surprise at the small number of job descriptions the director informed him that those were practically all the positions about which the students inquired to any great extent, and further that a recent study had shown that there were only about eighty kinds of work

in the entire country which were sufficiently suitable for the life work of college-bred men to be worth presenting to them by the personnel department. According to governmental authorities in Washington, who possibly have the best information on the subject, there are at least nine or ten thousand jobs in the United States distinct enough to require a separate description. Hundreds of these are exactly the ones that the college men would choose if they were given the necessary information about them.

This same failure to furnish students the detailed information which they need regarding available and desirable occupations exists to a greater or less extent in all the educational institutions in the country. Until these institutions establish personnel bureaus, provided with detailed descriptions of these hundreds of positions suited to educated young people, in such form that individual students may take one or several of them for careful study and conference with their parents or business advisers and until the personnel officer is broadly informed regarding the details of positions in the business, professional, and industrial world and is capable of determining the qualifications of the young people whom he advises to fill these positions, these institutions cannot give the students attending them thoroughly satisfactory vocational service.

The illustration above, drawn from the vocational service of a college for men, applies equally to the colleges for women. If there is any process by which our young people can be saved from blind-alley jobs, from the irritation and unhappiness of distasteful tasks day after day; and if an opportunity can be provided for them to discover abilities and aptitudes as well as the knowledge of the occupations which require the use of these abilities and aptitudes and afford enough opportunity for advancement so that living becomes an interesting process, then it is the business of

education to find a way for rendering this service.

There are many helpful studies in this field which are worth consulting.¹ Some of our deans have felt the weight of this responsibility and have taken measures to overcome these disabilities and at least generally qualify themselves for this branch of their work, but, alas, the great majority of the above statements regarding teachers apply equally to deans.

Deans Should Carefully Prepare for Vocational Counseling.—The dean reading this is asking how this service can be given her students and what her relation to the project shall be. It is certain that there is no one in high school or college faculties whose relations to the students give quite the opportunity for the same broad and general acquaintance with the individual student as the dean. It is also certain there is no one on the faculty who is now so loaded down with the details of administration and guidance of student affairs. If to all these other duties this one of personnel work is added it must appear evident that some of the social guidance, the residence hall problems, the chaperoning, etc., must be delegated to others. Bringing together the findings of classroom teachers, of psychological tests, of health examinations, of personal histories, etc., and deducing from all these their application to the individual—to understand and apply the deductions to his choices and to his activities—constitute a time-consuming, an energy-absorbing job. Deans of women have come to the parting of the ways. They must determine upon what their emphases shall be placed. If they assume the responsibility for this newer and broader idea of guidance, it will entail a more specialized form of preparation, for they will have to familiarize themselves with the technic of case studies, of mental diagnosis and its significance; they will have to learn to interpret scholastic records, to understand and use the student family history records;

¹See Bibliography.

they will have to acquaint themselves with nationalistic qualities and tendencies, since so many of our students have an almost immediate foreign parentage, and understand the effect of American ideas and life upon the national tendencies. The dean will have to learn that the behavior of the individual is the means by which to interpret aptitudes, desires, or interests. Not only must the vocabulary of this difficult study of human behavior be learned, but the meaning or significance of each term must come to be understood and the ability acquired to apply the right interpretation to the manifestation of individual characteristics and differences.

In the larger educational institutions the specific work of deans of women of serving as adviser and confident has necessarily had to be subdivided and shared with several. In some cases her function as vocational guide has been wholly given over to another administrative officer so that she sustains only advisory relation to it. In many cases, however, this work is done in her office partly by herself but mainly by an assistant under her supervision. It is, as stated above, almost criminal carelessness for a dean or vocational counselor or personnel director to presume to direct girls and young women in the selection of life work and the courses of education and training therefor, in the mastery of which the young woman is to spend years in preparation, unless that person has made careful preparation for such guidance. A generation ago it would have been difficult for the rank and file of deans and others upon whom this duty specifically falls to prepare themselves adequately for this work, but today it is comparatively easy to get this special preparation. Many of our universities are giving summer courses on the vocations and in vocational guidance.

There are private schools in some of the larger cities specializing in vocational guidance training which give courses for those who must take the work during vaca-

tions or at other times when their official duties will permit of it. Excellent books are now available covering very satisfactorily this field. A selected list of these is included in the classified bibliography.

If the dean has vocational guidance as one of her duties and is not specifically prepared for it she can, and she certainly should qualify herself for this part of her work. Miss Agnes L. Rogers, formerly Professor of Education in Goucher College but now Professor in the Department of Psychology and Education in Bryn Mawr College, whose article on "The Use of Psychological Tests in the Administration of Colleges of Liberal Arts for Women," quoted from elsewhere, says:

Of recent years the women's colleges have come to accept more responsibility for the guidance of students in the choice of a career. The means towards this end have been varied. Occasionally they have assumed the form of providing information through a series of lectures given by successful workers in fields open to women. Such a method has been used at Vassar and elsewhere. At Wellesley a more ambitious plan of individual consultation has been carried on, in which Miss Florence Jackson, of the Women's Industrial and Educational Union, has played the role of vocational adviser. The knowledge of the students' tastes and preferences so obtained has been of much value when linked with academic records of capacity. At Goucher College a beginning has been made in determining the selective effect of the various occupations from the standpoint of intelligence. It is planned to make a detailed study, not only of changes of occupational choice by the students during their four years in college, but also of subsequent success in the occupations entered upon, and of the intelligence level of graduates entering the various fields of work.¹

Vocational Counselor and Employment Director.—The standardized system of abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

¹Twenty-first Yearbook of the National Society of the Study of Education (1922) p. 245.

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum
12	H	<input type="checkbox"/>	o	O	M	
S	H	<input type="checkbox"/>	o	O	M	
S	H	<input type="checkbox"/>	o	O	M	

ACTIVITIES OF VOCATIONAL COUNSELOR AND EMPLOYMENT DIRECTOR

1. To ascertain from each girl at matriculation or at other convenient time by separate registration card, or otherwise, the significant data upon which to base future counsel as to vocational aptitudes, capacities, and fitness, including (1) prevailing vocation or vocations, if any, in which her ancestors for several generations preceding her parents have engaged; (2) vocation in which her father has most successfully engaged long enough to be determinative; (3) vocation in which her mother has most successfully engaged long enough to be determinative; (4) vocations, if any, in which she has engaged long enough to be determinative, with length of engagement and employers or supervisors, if any, in each. (5) vocation which she has most enjoyed; (6) vocations, if any, for which she has taken special education, training, or other preparation, with details as to such several kinds of preparation.
2. To ascertain each girl's accomplishments and capacities by means of duplicate copies of the following: (1) her regular registration or matriculation record of previous educational accomplishment, (2) the results of any measurements and tests of capacity to which she has been subjected, (3) the periodical record of her school work, (4) any other data having a similar bearing upon her vocational aptitudes, capacities, and fitness.
3. To ascertain, as to each girl, by means of the records of her health examination, if any, or otherwise, and by means of her physical examination, if any, or otherwise, her health and physical fitness for participation in vocations.

S	H	<input type="checkbox"/>	o	O	M	4. To maintain an office or desk room where she may meet the girls at stated hours or by appointment to advise with them regarding their choice of vocations and the courses of study and training they ought to pursue in order best to fit themselves for such vocation. At the proper time, if desired, to register them for positions they are qualified to fill.
S	H	<input type="checkbox"/>	o	O	M	5. To investigate specifically all positions in the community open to self-supporting students and keep a file thereof; to aid such students in securing the desirable work for which they are fitted; and to serve as the agency through which students pursuing part-time courses may find the practice employment best designed to supplement their educational work.
S	H	<input type="checkbox"/>	o	O	M	6. To become generally informed as to the country-wide working conditions, wages, opportunities for securing profitable employment and advancements, and other facts regarding the occupations in which girls and women are engaged, necessary to know, in order to be able to advise girls safely as to what vocation in life to choose.
S	H	<input type="checkbox"/>	o	O		7. Where the policy of the school justifies it, to keep in touch with graduates and, if desired, former students not graduates, who are in gainful pursuits or who wish to enter gainful pursuits; to collect and preserve records of their accomplishments and correlations between the ascertainment of the measurements and tests made during their school life and their actual later accomplishments, and other significant data which will help the vocational counselor to secure fit employment and advancement for them and to conduct an effective placement bureau in their behalf.
	H	<input type="checkbox"/>	o	O		8. To make accurate specifications of the requirements of all administrative, faculty, employee, and other positions to be filled by the school authorities, including all student assistant positions. Personally or in conjunction with the director of student-housing or other authorized official, to investigate

							the qualifications of and determine the fitness of applicants for any of these positions whenever they are to be filled, aiding in every way possible to secure <i>exactly fitted</i> individuals to fill them.
	H		<input type="checkbox"/>	o	O		9. To cooperate with other vocational counselors in the schools and industries of every section of the country in a plan for mutual exchange of information regarding positions open for girls and women and applicants for such positions, in order that the girls of the school desiring to secure positions in other parts of the country may be afforded facilities for obtaining those for which they are fitted.
S	H		<input type="checkbox"/>	o	O		10. To procure the adoption in the curriculum of such intensive or other courses as are necessary to round out the various students' vocational preparation.
S	H		<input type="checkbox"/>	o	O		11. To organize "life careers" or "vocational information" classes which students may attend and learn the general facts they need to know regarding the requirements, wages, working conditions, and opportunities for advancement of the leading occupations in order to choose a vocation wisely.
S	H		<input type="checkbox"/>	o	O		12. To conduct a vocational or spare-time occupational classes and teach the girls how to make the best use of their spare time and vacations.
S	H		<input type="checkbox"/>	o	O		13. To conduct tryout courses, where the school is equipped for training for the vocations, in which the girls may demonstrate to a certain extent their fitness or unfitness for their chosen vocation.
S	H		<input type="checkbox"/>	o	O		14. To assemble the reports of the assistants to the physical and social directors and others entrusted with the responsibility of conducting groups of girls on their away-from-the-school recreational trips, such as girl scout jaunts, nature study hikes, etc., as to the special aptitudes displayed by the girls which may prove determinative of their workability.

S	H	<input type="checkbox"/>	o	O	15.	When so required, to teach one or more classes in vocational guidance or related subjects.
S	H	<input type="checkbox"/>	o	O	16.	When so required, to conduct extension classes or training classes in vocational guidance or related subjects in the community and nearby places.
S	H	<input type="checkbox"/>	o	O	17.	Either personally or in cooperation with the dean to arrange to have groups of girls, interested in business or industry, visit well-conducted business offices, industrial plants, and other places where they may become familiar at first hand with the actual conditions in business and industry.
S	H	<input type="checkbox"/>	o	O M	18.	When she has charge of the vocational guidance of the girls of several schools, to arrange a schedule of hours at the various schools when she or some one of her assistants will be at each school to meet the girls either in groups or individually with their parents, if desired, to give advice as to their vocational choices and appropriate school courses to pursue in order best to fit them for their chosen calling.

MINIMUM QUALIFICATIONS FOR VOCATIONAL COUNSELOR

1. Age: 25 to 50.

2. Education:

A secondary school course or its equivalent.

Teacher-training course or its equivalent.

Special courses or their equivalent:

Vocational counseling, one year.

Sociology, one-year course with special reference to industrial and general business conditions.

Economics, one-year course with special reference to problems of wages and production.

Civics, one-year course with special reference to the civil service and public employment of women.

Psychology, one-year course with special reference to the determination of individual capacities and abilities.

3. Experience:

Several years of successful teaching.

At least one year in a large well-conducted employment office or its equivalent.

Sufficient experience in making measurements and tests to be able to conduct successfully any of the well-known ones, record the results and make the correct deductions therefrom.

Familiarity with the details of a wide range of occupations secured either by actually engaging in such occupations or by visitation and careful observation and research.

Sufficient contact with all classes of citizens to have a comprehensive view of life.

4. Mental traits: Above the average of—

Accuracy, carefulness.

Activity, diligence.

Affability, cheerfulness, cordiality, geniality.

Alertness, keenness, knowingness, shrewdness.

Analytical ability.

Broadmindedness.

Business ability.

Concentration, intensity.

Conscientiousness, dependableness, faithfulness, reliability.

Cooperation, willingness.

Courtesy

Discretion, tact.

Efficiency.

Enthusiasm.

Executive ability.

Frankness, sincerity.

Helpfulness, kindness, sympathy.

Imagination.

Impartiality.

Initiative.

Inquisitiveness (desirable).

Inspiration, magnetism, optimism.

Intuitiveness.

Judgment, reason, sagacity.

Management.

Memory.

Method, orderliness, system.

Observation.

Originality, resourcefulness.

Patience, perseverance.

Personality.

Persuasiveness.

Practicality, sensibleness.

Progressiveness.
Receptivity.
Thoroughness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

5. Further education:

A college course or its equivalent advised as a minimum requirement.

Special courses:

Office methods, including systems of filing.

Measurements and tests.

Modern educational ideals and accomplishments.

6. Further experience:

Association for one year with experts in determining character and personality.

One year in some educational administrative office.

Appendix H gives rather completely the lists of occupations engaged in by women, with the number employed in each as reported by the census of 1920. This will be found very suggestive to any one advising women regarding vocations.

LIST OF OCCUPATION BUREAUS

For the convenience of deans who need to consult vocational bureaus for positions for their girls the following list is given representing every region of the country. Except as otherwise stated, these organizations are all affiliated with the National Committee of Bureaus of Occupations, which gives them a recognized status.

The aim of these organizations is to "serve as a definite link between the education of women and their vocational activities" through an effort "to promote among women a better understanding of occupational and professional requirements, to advance their interests and their efficiency in vocations, to secure suitable employment for trained women workers—to the end that women may render increasingly valuable service in all vocations and professions."

These bureaus of occupations make investigations of vocations and professions in order to secure for each field of work and for local, state, and federal agencies and departments definite and authoritative information concerning necessary and desirable training, schools and institutions where it may be secured and specific facts about each, personal qualifications required, best methods of entering the field, kinds of positions and duties involved, conditions of work, salary ranges, ultimate opportunities to which definite beginning positions may lead. This information is published and distributed to meet the demand and given to inquirers in letters and interviews, thus helping women to change from one field to another with the least possible waste and sacrifice. It is carried to schools and colleges by members of the staffs, who address the student bodies on specific vocational subjects, meet the students individually for conferences relating to their after-college work, and discuss with members of the faculty and of the administration the development of vocational information. All of the bureaus, except the Bureau of Vocational Information in New York City, have placement departments, endeavor to find employment for trained workers, and exchange information regarding positions and available candidates. All of them endeavor to promote among employers a desire for trained workers, to watch developing opportunities for trained women, and to seek to open up and develop new lines of work for women.

In order to improve and strengthen the work of each of these bureaus a National Committee of Bureaus has been formed. The President (1926-27) is Mary Heywood Tolman, 264 Boylston Street, Boston, Massachusetts; Secretary, Edith Randolph West, 311 South Juniper Street, Philadelphia, Pennsylvania.

It is interesting to note that the Bureau of Vocational Information in New York City is extending its service to secondary schools. One member of the staff devotes a considerable portion of her time to

working on the problems of vocational guidance in schools, to the consideration of the best training for those who are preparing to enter vocational guidance work professionally, and to directing women who are looking for opportunities of this sort in the secondary school field. The Bureau's published occupational studies and News-Bulletin are serving as text-book materials for courses in occupational civics and as aids in the guidance of individual students.

ORGANIZATIONS HOLDING MEMBERSHIP IN THE NATIONAL
COMMITTEE OF BUREAUS OF OCCUPATIONS

Boston, Mass.

The Appointment Bureau, 246
Boylston Street.

Established: Business Agency
1877; Reorganized into Appointment
Bureau, 1910.

President of the Board:
Margaret McGill.

Treasurer of the Board: Mrs.
Helen Peirce.

Director: Mary Heywood Tol-
man.

Chicago, Ill.

Chicago Collegiate Bureau of
Occupations. 5 South Wabash
Avenue.

Incorporated: 1912. Began
business April, 1913.

President of the Board: Mrs.
Thomas J. Dee.

Treasurer of the Board: Mrs.
George Howell.

Director: Mrs. Florence Schee
Robnett.

Denver, Colo.

Collegiate Bureau of Occu-
pations, 317 Chamber of Com-
merce Building.

Established: March 15, 1917.

President of the Board: Mrs.
Max Ball.

Treasurer of the Board: Mrs.
Barlow Metcalf.

Director: Anne Byrd Kennon.

Los Angeles, Cal.

Bureau of Vocational Service,
426 South Spring Street.

Established: October, 1923.

President of the Board: Mrs.
Watson D. Crocker.

Treasurer of the Board: Har-
old J. Stonier.

Director: Winifred M. Hau-
sam.

Assistant Director: Helen G.
Fisk.

Minneapolis, Minn.

Women's Occupational Bur-
eau, 216 Meyers Arcade.

Established: 1917.

President of the Board: Ruth
Rosholt.

Treasurer of the Board:
Faith Leonard.

Manager: Mildred Rosenstiel.

New York, N. Y.

Central Employment Bureau,
Young Women's Christian As-
sociation, 610 Lexington Avenue.

Established: 1870; Profes-
sional Division, 1918.

Chairman of the Employment
Committee: Mrs. William Dar-
rach.

Treasurer of the Board: Mrs.
Warren A. Ransom.

Director: Helen Winne.

Bureau of Vocational Information, 1 West Forty-seventh Street.

Established: March, 1919.

President of the Board: Mrs. James M. Hills.

Treasurer of the Board: Edith E. Rand.

Director: Emma P. Hirth.

Pasadena, Cal.

Pasadena Vocation Bureau, 108 South Raymond Avenue.

Established: November, 1919.

President of the Board: Mr. Lon F. Chapin.

Treasurer of the Board: Mr. Clark D. Billheimer.

Director: Winifred M. Hausam.

Assistant Director: Helen G. Fisk.

Philadelphia, Pa.

Bureau of Occupations, 311 South Juniper Street.

Established: 1912.

President of the Board: Marion Reilly.

Treasurer of the Board: Vida Hunt Francis.

Director: Edith Randolph West.

Pittsburgh, Pa.

Women's Employment Service, Central Y. W. C. A., 59 Chatham Street.

Established: July 6, 1915.

President of the Board: Mrs. S. B. McCormick.

Treasurer of the Board: Mrs. George V. Millikin.

Director: Grace M. Wilson.

San Diego, Cal.

Vocational Placement Bureau of the Business and Professional Women's Club, 411 Scripps Building.

Established: July 1, 1923.

Executive Chairman of the Bureau: Jessie Shark.

Director: Julia Pickett.

CHAPTER XIII

MENTAL MEASUREMENTS AND TESTS

ATTAINMENTS AND CAPACITIES DIFFERENTIATED

Physical measurements to determine in what respects the bodies of students needed developing and rounding out have given satisfactory results for so many years that they are in common use in nearly all schools of higher education, in Young Men's Christian Associations, Young Women's Christian Associations, and in numerous other institutions engaged in the proper development of young men and women. The practice of testing the students' mental *attainments* by factual written or oral examinations is almost as old as education itself, but it has remained for the present generation of educators to discover that similarly accurate and satisfactory tests of the students' mental *capacities* may be made. Determining attainments is one thing, determining capacities is quite another.

NECESSITY OF TESTS TO DETERMINE CAPACITIES

It has always been considered necessary to ascertain the students' previous attainments in order to advise them properly concerning courses and subjects they might best pursue. Only recently have educators begun to learn that it is quite as essential to know the students' *capacities* in order to advise them safely as to their courses of study.

A large part of the difficulties with students has arisen from the fact that they have been assigned work which, although proper so far as their attainments were concerned, was either beyond or beneath their capacities. Nearly every class in both secondary and

higher education may be roughly divided into three groups: (1) those who find the work markedly beneath their capacities and who therefore chafe and become idlers and mischief-makers; (2) those who find it markedly beyond their capacities and who therefore in spite of their best efforts, and often entirely unnecessarily, degenerate into the discouraged, poor-student type; (3) those who find the work fairly within their capacities, who are kept interested and busy with their assignments, and who are able to succeed in their work.

THE DEAN'S RELATION TO MEASUREMENTS AND TESTS

Not only do these misfits in education cause most of the trouble for the teachers and instructors, but they are likewise responsible for most of the dean's troubles. The question, therefore, of the adoption by the school authorities of such scientific tests as are available to determine the students' capacities is a vital one for her and one upon which she should be fully informed and to which she should give her best thought and attention along with the other executives of the school. If the proper department has not already established such tests, the dean should endeavor to have them used.

The development of these mental tests is in its infancy. Not more than a score of tests of this character, applicable to students in secondary and higher schools, have become generally recognized as reliable. No doubt every one of these will quite soon undergo modifications as experience shows where they can be improved or they will be supplanted by other and better ones. Nevertheless they are sufficiently reliable when properly applied to assist materially in determining student capacities and should be used wherever possible.

An extended description of these tests in a work of this character would be of little use as well as undesirable. Descriptions of the tests listed may be found

in nearly every library of any size and will amply repay careful reading and study.

PRESENT STATUS OF EDUCATIONAL TESTS

The work of testing students had made such progress that in 1921 three of the national educational associations, the National Education Association, the National Association of Directors of Educational Research, and the National Society for the Study of Education, by concerted action, made an exhaustive survey of the field through a number of specialists. The results of this survey were reported at length in the Twenty-first Yearbook of the National Society for the Study of Education (1922).¹

This discussion covered the measurements and tests in kindergarten and grade schools, in secondary schools, in colleges and universities, and in the teacher-training schools. For our purpose it is unnecessary to consider the question of kindergarten and grade school tests in this book. Continuous progress has been made by individual experts in the improvement of measurements and tests in education since 1921, but apparently there has been no such comprehensive compilation in this field since the publication of the Twenty-first Yearbook.

Dr. Guy M. Whipple,² who is the editor of the Yearbook and who, with the assistance of Miss Frieda Kiefer,³ prepared the following table giving the various tests, their originators, publishers, prices, references, etc., makes this preliminary explanation.⁴

¹Published by the Public School Publishing Co., Bloomington, Ill., 289 p., \$1.60.

²Professor of Experimental Education, University of Michigan, Ann Arbor, Mich.

³Research Assistant in Education, University of Michigan, Ann Arbor, Mich.

⁴Yearbook, p. 93.

The following list of intelligence tests presents in convenient form condensed information concerning the compiler, the composition, the range of ages or grades covered, the time needed for administration, the publisher, the price, and sources of further information with respect to the tests that have come to my attention. The list suffers from several limitations. It makes no attempt to include tests or combinations of tests that are designed for individual application. It is probably not even a complete list of the tests available for group application. In many cases it has been impossible to give information concerning all the points specified. In particular, the references are not to be thought of as exhaustive; for the most part only those have been included that are descriptive of the tests themselves. The list would be more helpful, too, if there could have been included information concerning the time needed to score each test (an item that becomes important when large numbers of pupils are tested) and concerning the validity of each test (its predictive or diagnostic value.)

These limitations, which are freely acknowledged, are due in part to the limited time at my command for the preparation of the list, in part to the rapid development of this field of applied psychology. New tests appear at short intervals; old ones undergo revision; others, which were confessedly experimental, are withdrawn from the market.

TESTS PRIMARILY FOR THE HIGH SCHOOL AND COLLEGE¹

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Army Alpha	Committee of American Psychological Association W. V. Bingham H. H. Goddard T. H. Haines L. M. Terman Lyman Wells G. M. Whipple R. M. Yerkes	1. Following directions 2. Arithmetic problems 3. Practical judgment 4. Synonym-antonym 5. Disarranged sentences 6. Number series completion 7. Analogies 8. Information Originally used in five forms	Secondary Schools and colleges and adults generally	40-50 min.	Originally Division of Psychology, Surgeon General's Office, War Dept., Washington, D. C. At present Bureau of Education Measurements and Standards, State Normal School, Emporia, Kansas (5 forms) Also, Bureau of Educational Reference and Research, University of Michigan (Forms 6 and 9 only)	100 booklets, \$3.00. Manual of Instructions each 75c. Sample set 80c.	1. C. S. Yoakum, and R. M. Yerkes, "Army Mental Tests," Henry Holt & Co., 1920. 2. Psychological Examining in the United States Army" Edited by R. M. Yerkes, Memoirs of the National Academy of Sciences, 5: 1921, 890 pp. 3. I. N. Madsen and R. H. Sylvester, "High School Students' Intelligence Rating According to the Army Alpha Test." School and Society, 10: Oct. 4, 1919, 407-410. 4. I. N. Madsen, "High-school Students' Intelligence Ratings according to the Army Alpha Test." <i>School and Society</i> , 11: Mar. 6, 1920, 298-300.

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Army Alpha (continued)							5. E. L. Noble, "University Students' Intelligence Ratings According to the Army Alpha test," <i>School and Society</i> , 11: Feb. 21, 1920, 233-237.
							6. M. J. Van Wageningen. "Our Schools as Measured by the Army tests," <i>Educ. Adm. and Superv.</i> 5: Apr. 1919, 63-76.
"Test VI" (sometimes referred to as "Scrambled Alpha") Two forms available	Bureau of Personnel Research	184 items from Army Alpha, arranged in "spiral" form. Included: 1. Arithmetic 2. Synonymantonym 3. Disarranged sentences 4. Number series completion 5. Analogies 6. Information	Secondary Schools and colleges and adults generally	25 min. working time	Bureau of Personnel Research, Carnegie Institute of Technology, Pittsburgh, Pa.	Limited number have been sold at 4c per copy.	7. H. H. Goddard, Human Efficiency and Levels of Intelligence, Princeton University Press, 1921

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Brown University Psychological Examination	Stephen S. Colvin	<p>Fore-Exercise</p> <p>A:</p> <ol style="list-style-type: none"> 1. Completion 2. Definitions 3. Opposites 4. Analogies <p>Exercise B:</p> <ol style="list-style-type: none"> 1. Completion 2. Definitions 3. Opposites 4. Analogies 5. Arithmetic <p>Exercise C:</p> <p>Same five tests with different items</p>	College Freshmen	<p>Exercise A, 10 min.</p> <p>Exercise B, 30 min.</p> <p>Exercise C, 30 min.</p>	S. S. Colvin, School of Education, Brown University, Providence, R. I.	Not yet on the market, but tests have been sold at a cost of 10c per set. Sample set, 10c	<ol style="list-style-type: none"> 1. S. S. Colvin, "Psychological Tests at Brown University," <i>School and Society</i>, 10: July 5, 1919, 27-30 2. S. S. Colvin, "Validity of Psychological Tests for College Entrance," <i>Educational Review</i> 60: June, 1920, 7-17 3. S. S. Colvin, "Purposes and Methods of Psychological Tests in Colleges," <i>Education</i>, 40: Mar., 1920, 404-416

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Junior and Senior High School Classification Test	J. Crosby Chapman and J. B. Welles	1. Opposites 2. Arithmetic problems 3. Information	Junior and Senior high school	11 min.	The Dobson-Evans Co., 305-7 No. Front St., Columbus, Ohio.	100 sheets, including directions, etc., \$3. 1000 sheets, \$25.	
Holley's Sentence Vocabulary Scale, Series 3 B	C. E. Holley	Based on Stanford-Binet vocabulary, but said to be a fair measure of intelligence.	Grades 7-12		Public School Publishing Co., Bloomington Ill.	80c per 100, Sample set 6c.	First Annual Report of Bureau of Educational Research, 1918-19, University of Illinois
Miller Mental Ability Test	W. S. Miller	1. Dissaranged sentences combined with directions test 2. Controlled association (Vocabulary) 3. Analogies one form available	Grades 7-12	30 min.	World Book Co., Yonkers, N. Y.	25 blanks with key, \$1 Percentile graphs, 10c Age-grade score sheet, 10c Manual of Directions, 20c Specimen set, 30c	W. S. Miller, "The Administrative Use of Intelligence Tests in the High School," See elsewhere in this year-book
Myers' Mental Measure		See Primary Tests					
Otis Group Intelligence Scale Higher Examination, Forms A, B	Arthur S. Otis	Omnibus type, self-administering	High school and college	40 min.	World Book Co., Yonkers, N. Y.	25 booklets, with directions, etc., \$1 Specimen set, 85c, postpaid Manual of Directions, 40c	

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Roback Mentality Tests for Superior Adults (prepared by the au- thor for Simmons College)	Dr. A. A. Roback, Emerson Hall, Harvard University	1. Abstraction 2. Problems 3. Analogy 4. Relations 5. Insertion 6. Reference 7. Opposites 8. Acumen 9. Subsumption 10. Directions (in later edition interpreta- tion test substi- tuted) 11. Judgment 12. Cryptogram	College students	185 min.	J. C. Miller, Jr., 5 Lauriat Place, Medford, Mass.	1 copy 50c 3 copies \$1 12 copies \$4 50 copies \$15 100 copies \$25 500 copies \$100 Booklet with full scoring instructions, 35c	
Group tests of intelli- gence	David Camp Rogers	1. Logical conclusions 2. Delayed recall of ideas 3. Informatic 4. Arithmetic problems 5. Immediate recall of ideas 6. Substitution 7. Similar relation 8. Completion 9. Absurdities 10. Following directions 11. Train of associa- tions	College freshmen	60 min. (44 minutes working time)	Specimen copies in limited quantities can be ob- tained with- out charge by address- ing D. C. Rogers, 319 Elm St., North- hampton, Mass.	Not recom- mended for general use, and no cop- ies for sale available. Devised for experimen- tal purposes	D. C. Rogers, "Intel- ligence Examina- tions and College Entrance," The <i>Smith Alumnae Quarterly</i> , 13: Nov, 1921

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Terman's Group Test of Mental Ability	Lewis M. Terman	1. Information 2. Best answer 3. Word meaning 4. Logical selection 5. Arithmetic 6. Sentence meaning 7. Analogies 8. Mixed 9. Classification 10. Number series	Grades 7-12	35 min.	World Book Co., Yonkers, N. Y.	25 booklets including 1 Manual and 1 Key, \$1.60 Specimen set, 15c	
Thorndike Intelligence Examinations (Sometimes listed as "Thorndike Intelligence Examinations for College Entrance," sometimes as, "Thorndike Intelligence Examination for High School Graduates")	E. L. Thorndike	Complete set comprises five booklets Part I, Practice Form, contains 13 Tests: 1. Directions 2. Disarranged sentences 3. Computation 4. Arithmetic problems 5. Information 6. Synonymantonym 7. Practical judgment 8. Number series 9. Analogies 10. Number discrimination 11. Absurdities	High school graduates and college students	2 hrs. and 40 min. working time plus 30 min. additional for administration	Bureau of Publications Teachers College, N. Y.	Sample set, 50c postpaid Current issues, 50 sets, \$50 Back issues, 25 sets \$20 Three issues yearly	1. E. L. Thorndike, "Intelligence Examinations for College Entrance," <i>Journal Educational Research</i> , 1: May, 1920, 329-37 2. E. L. Thorndike, "Tests of Intelligence," <i>School and Society</i> , 9: Feb., 1919, 189-195

Title	Compiled by	Number and Nature of Tests	Range of Ages or Grades	Time to Apply	Publisher	Prices	References
Thorndike Intelligence Examinations (continued)		<p>12. Logical conclusions</p> <p>13. Recognitory memory</p> <p>Two other test booklets contain same 13 tests.</p> <p>Part II contains eight tests:</p> <ol style="list-style-type: none"> 1. Reading 2. Sentence completion 3. Picture completion 4. Picture analogies 5. Form proportion 6. Algebra 7. Practical information 8. Information <p>Part III has two reading tests and another sentence completion</p>					
Psychological Examination for College Freshmen and High School Seniors (Test IV in series of six tests for engineering freshmen)	L. L. Thurstone	<p>168 items, including</p> <ol style="list-style-type: none"> 1. Information 2. Analogies 3. Sentence completion 4. Syllogisms 5. Quotations 6. Number completion 	Secondary and schools colleges	30 min. working time	C. H. Stoelting Co., 3037 Carroll Ave. Chicago, Ill.	\$15 per 100 copies	<ol style="list-style-type: none"> 1. L. L. Thurstone, "Mental Tests for College Entrance," <i>Journal Educational Psychology</i>, 10: 1919, 129-142 2. "A Cycle-Omnibus Test for College Students," <i>Journal Educational Research</i>, 4: Nov. 19-21, 265-278
Mentimeters	Trabue and Stockbridge	See Primary Tests					

PRINCIPLES UNDERLYING THE CONSTRUCTION AND USE
OF INTELLIGENCE TESTS

Professor Stephen S. Colvin,¹ in his "Principles Underlying the Construction and Use of Intelligence Tests,"² says in general concerning these tests:

The rapid development and extensive use of so-called intelligence tests during the past few years is one of the most striking and interesting facts in the field of educational psychology and one of the most significant in the province of school administration. Not only are psychologists today giving a large measure of their attention to devising, improving, and applying mental tests, but teachers and school administrators are employing these tests more and more to determine the ability of school children to do school work. Indeed, there is danger at present, that the movement in the direction of intelligence testing may grow out of all bounds; that it may be misunderstood in theory and erroneously and even harmfully applied in practice. It is with the purpose of making somewhat clearer the nature of intelligence tests and of pointing out their value and their limitations that this chapter is composed.

WHAT IS GENERAL INTELLIGENCE?

General Intelligence a Native Endowment.—Intelligence testing is concerned in determining what psychologists have termed "general intelligence." Just what general intelligence is may easily be misunderstood, although there is a fair, though by no means a perfect agreement as regard to the significance of the term. By the word "general" is commonly understood an innate ability or group of abilities that lie at the basis of the acquired intelligence of an individual. *Intelligence itself is not inborn, only the capacity to become intelligent.* For this reason some writers prefer the term "mental tests" or "mentality tests" to the term "intelligence tests," since these writers mean by mentality the inborn capacity of the individual to become intelligent, provided he has the proper environment in which his mentality can develop into genuine intelligence. General intelligence, or mentality, then is to be understood as a native endowment which makes it possible for the individual to become

¹Formerly Professor of Educational Psychology, Brown University, Providence, R. I.; at the time of his death (1923) Professor of Education, Columbia University.

²Twenty-First Yearbook, p. 11.

more or less intelligent on the basis of this endowment. If a child is "born long" in general intelligence, then he may, under proper conditions, achieve high intelligence in his knowledge of, and contact with, the world and his fellows; if he is "born short" in general intelligence, then no matter how fortunate his surroundings, he will be doomed to acquire in contact with his environment only a modicum of knowledge and skill.

General Intelligence Either a Single Capacity or a Group of Related Capacities.—While all competent authorities would agree that the expression "general intelligence" designates inborn capacity to acquire intelligence in the various situations of life, they would disagree as to the further interpretation of this term, in regard to the significance not only of "general" but also of "intelligence." There are some who hold that the word "general" signifies a single inborn capacity to become intelligent in all situations; others that the term "general" means nothing more than that a person is born with a large number of specific capacities, more or less related, which enable him to acquire intelligent behavior in many different activities. The supporters of this first view, notably Spearman, Hart, and Burt, explain innate intelligence as a "general common factor." Similarly, Pyle has attempted to show that all individuals have a certain all-round learning capacity which is constant for different types of material. He believes that children and adults differ widely in innate learning ability, irrespective of the material learned, and that this ability is identical with, or closely related to, general intelligence. The writers who urge that general intelligence is an innate central capacity think of it as a single quality that may be transmitted, as the color of eyes is transmitted, from parent to offspring. Individuals inherit this all-round unitary capacity, and if it manifests itself more in one kind of activity than in another, this difference is not due to the fact that there are parts, or aspects, to general intelligence. The differences are due either to other inherited abilities or to the varying opportunities presented to the individual to learn in different fields of human activity. Specifically, if a child acts with great intelligence in his class in arithmetic and very stupidly in his class in music, this is not due to the fact that he had two kinds of innate intelligence, one for number and one for music, but rather to differences in opportunity to learn and interest in learning in these two fields, or to specific inborn capacities which in one instance favor the development of his general intelligence and in the other hinder this development. For example, no matter what the general intelligence of the child might be, he could hardly be expected to become highly intelligent in his work in music if he were born with a poor sense

of rhythm and with an innate inability to distinguish between tones varying in pitch. In such a case his general intelligence would have little or no opportunity to manifest itself in the face of so specific an inborn handicap.

While there are some who strongly hold to the view above outlined—that general intelligence is a unitary or central inborn factor—there are others who take the view that the term designates a large number of more or less closely related innate capacities to become intelligent in various life activities. Thorndike, in particular, advocates this view. He holds to a multiplicity of innate abilities that are related in varying degrees. He believes that between desirable single traits in a single individual there is a positive relation. "Having a large measure of one good quality *increases* the probability that one will have more than the average of any other good quality." The fact that a child has pronounced native ability in arithmetic is an indication that he will have more than average native ability in geography, even that he will be above the average in his moral qualities, but it is not certain that he will be. According to Thorndike, then, general intelligence is a term by which a large number of innate abilities to become intelligent may be classified, or arranged in a pigeon hole for purposes of convenience, because all the abilities so arranged are likely to be in some kind of agreement. More specially, Thorndike believes that there are three main types of innate intelligence, namely, intelligence for words and abstract ideas; motor intelligence, or skill with the use of the hands, and social intelligence, or the ability to get on well with one's fellows. These three types are positively related, but not necessary in a high degree. The first type concerns itself particularly with abilities necessary to get on in school and college in the ordinary academic courses and in the more abstract aspects of applied courses. The second type of ability concerns itself with the execution of skillful motor acts and the comprehension of mechanical constructions and processes. The third type has to do with the understanding of one's fellows and with influencing and leading them. In order to be an excellent mathematician or classical student one must be "born long" in abstract intelligence; in order to handle tools deftly, to invent and design, one must have in a considerable degree the second type of intelligence; in order to be a successful salesman or a social leader one must possess superiority in the third type of intelligence.

Not only are there three main types of innate intelligences, but within these main types there are subdivisions. An intelligence test that surveys a person's general intelligence does not indicate in particular the various aspects of this intelligence.

To quote Whipple:¹ "Take, for instance, the testing of the mentality of a gifted child, a Winifred Stoner or a William James Sidis. To discover by simply testing that such a child has an I. Q. of a given amount is interesting, but it fails to get us anywhere in our real inquiry as to just which ones of the various mental functions are possessed of the extraordinary heightened efficiency. Is it memory span or capacity for concentrated attention or ability to handle symbols or apprehension of abstract relations or acute perceptive capacity or lively imagination or originality or breadth of associative tendencies or speed of learning or what that demarcates such a child from other children? What about his special abilities: does his musical, mechanical, arithmetical, linguistic, dramatic, executive, poetic, artistic and so forth ability exhibit the same unusual development or not? These questions compel us to plan out an elaborate program of mental testing and to carry this forward on the one individual until we can plot for him a comprehensive psychogram or psychological profile."

Thus the question as to whether there is *a* general (innate) intelligence or various kinds of general intelligence, more or less closely related, in the same individual is still a matter of controversy. The writer, personally, is inclined to the second view. He is led to assume that there are various inborn abilities that are general in their character in the sense that they appear in many life situations and in a somewhat close agreement in a single individual and that at the same time there are abilities of a very specific character that are not closely related to other abilities. Generally speaking, a pupil who has the capacity to do good work in arithmetic or algebra is likely to stand well in history or geography or general science; he may do good work in the manual training shop, though this is by no means certain. It would not be safe to predict confidently in regard to his ability to sing or act, to paint or to dance, and it is quite possible that, while he might stand at the head of his class in high school or college, he would have little or no native ability as a newspaper reporter or a salesman. After all, to the practical schoolman it makes very little difference whether general intelligence is a central factor or a bundle of different abilities related positively; *the child cannot be treated as a unit—he must be discovered in his various tendencies and abilities* and if we wish to know him as he really is, we must be able to work out the "psychogram" which Professor Whipple has mentioned.

¹G. M. Whipple, "Fifth Conference on Educational Measurements," Bulletin of Extension Division, Indiana University.

General Intelligence Is, Fundamentally, Ability to Learn.—Up to this point our discussion has concerned itself with the significance of the term “general” as descriptive of intelligence. We have seen that it means an inborn capacity or group of capacities more or less closely related. All psychologists agree that it refers to something innate, something that cannot be acquired or learned. Some psychologists consider it to be a single, unitary, central trait, others a group of traits that can be conveniently classified together and which show certain relationships and correspondences. It is now left for us to consider what the second part of the term “general intelligence” signifies to psychologists. Here again we find a reasonable, but not a complete, agreement.

Recently a group of fourteen psychologists, authorities on mental testing, contributed to a symposium on the subject of “Intelligence and Its Measurement” in the *Journal of Educational Psychology*.¹ In this symposium they gave their views as to the nature of general intelligence. Some took the ground that the term intelligence could not be adequately defined or described in the present state of our knowledge; others gave very broad definitions, such as the “power of good responses from the point of view of truth or fact,” or “the ability of the individual to adapt himself adequately to relatively new situations in life.” Some emphasized the rational element as the essential one, considering intelligence as the ability “to carry on abstract thinking.” This latter definition doubtless concerns the highest level of intelligence, and is one very essential aspect of it, but an individual may have little ability to deal with abstract ideas or to reason and may still possess a modicum of intelligence. Indeed, the intelligence tests so far devised give only a small part of their attention to the testing of reasoning abilities, and devote a much larger share to more simple intellectual processes. Buckingham² seems to express the matter of intelligence tests and the nature of intelligence in a helpful way when he says that, whatever our views may be in regard to the nature of intelligence in the abstract, “we are justified, from an educational point of view, in regarding it as ability to learn, and as measured to the extent to which learning has taken place or may take place.”

An inspection of the various intelligence tests now in use clearly shows that psychologists have accepted this definition practically, if not theoretically.

¹March, April, and May, 1921

²*Journal of Educational Psychology*, vol. 12, No. 5, p. 273.

SOME OF THE BEST KNOWN TESTS

Binet's Scales and Their Revisions.—Binet's first scale appeared in 1905; it included thirty tests and was roughly standardized. The scale of 1908 comprised fifty-six tests, arranged for the ages from three to thirteen. This scale was revised and republished in 1911. In this final revision by Binet there were five tests arranged for every year, except one, from three to ten. Tests for the ages of twelve and fifteen were also included. Goddard, then at Vineland, used Binet's scale in dealing with his subnormal children. He also measured 2000 normal children with these tests, publishing the results in the *Pedagogical Seminary* for 1911. The Binet tests have been extensively used in America for a decade, and in the course of this time they have been extended and revised. Goddard made some slight revisions, in his work at Vineland. In 1915 Yerkes and others published a point scale revision of Binet's tests. Kuhlmann has also revised Binet's tests in his work with subnormal children at Faribault, Minnesota. The most extensive and fundamental revision has been undertaken and carried out by Terman. His results appeared in 1916. A pupil of Terman, Otis, has also worked out a standardization of an absolute point scale on the basis of the Binet tests. Of the various revisions of the Binet tests, that by Terman is the most important. The "Stanford Revision" (as these tests are called) was "the result of several years of work, and involved the examination of approximately 2,300 subjects, including 1,700 normal children." There are ninety tests in all, six for each age level from three to ten, eight for the age of twelve and six for the age of fourteen. There are also six tests for average adults and six for superior adults. A number of alternate tests for the various ages were also provided. Of the thirty-six new tests twenty-seven were added by Terman; he also borrowed a few tests from other sources.

The Completion Test of Ebbinghaus.—On the whole, the most important intelligence test contributed by psychologists for determining individual differences is the Completion Test of Ebbinghaus, devised by its author in 1905 for the purpose of investigating the fatigue of a school day in the City of Breslau. The original test consisted of a paragraph in which words with syllables omitted were presented to the subject, who was required to fill in the omissions. Terman, in his work with Childs on a revision and extension of the Binet Scale, published in 1912¹ a modification of this test in which a mutilated paragraph

¹See *Journal of Educational Psychology*, 3: 199.

was prepared with four progressive degrees of difficulty. In this paragraph whole words were omitted rather than syllables. Terman says that this test appears "to bring to light fundamental differences in the thought processes." He found the principal objection to the test to be the difficulty of standardizing it. Such a standardization has since been worked out by M. R. Trabue in his *Completion-Test Language Scales*.¹ This scale has further been restandardized by T. L. Kelley. In its present form it seems to be one of the most reliable single measures for intelligence that we possess. It is particularly suitable for determining some of the more complex forms of mental ability.

Analogies Test of Cyril Burt.—Another test suited for discovering some of the more complex forms of intelligence is the Analogies, or Mixed Relations, test first used a decade ago by Cyril Burt in England. This test consists essentially in presenting three words in a series, the first and second of which bear a certain relationship. The examinee's task is to supply a fourth word that bears the same relationship to the third word as the second does to the first. The test is usually stated in the form of a proportion, thus: *Admire: Friends:: Detests: ———?* The analogies test is frequently adapted to the abilities of little children and illiterates by substituting pictures for words.

The analogies test is a sample of a large group of tests, classified under the general name of "association tests." Some of these tests in their origin date back many years. As early as 1899 we find an article by J. McK. Cattell and Sophie Bryant on "Mental Association Investigated by Experiment."² The uncontrolled association method was used by Binet in testing how many words a child could name in three minutes. Controlled association tests are frequently used today in group tests of a verbal character. They include, besides the analogies test, associations of part with whole or *vice versa* (example, *chair-leg*); the genus with the species, or the reverse (example, *man—Indian*); a word with its opposite (example, *love-hate*); and other more complicated relationships. One of the most important of such relationship now frequently employed in group psychological testing may be designated as a classification test of which the following is an example:

Think how the first three words below are alike and then underline the one word of the last five that most resembles the first three; *ivory, snow, milk—butter, rain, cold, cotton, water.*

¹*Teachers College Contributions to Education*, No. 77, 1916.

²See *Mind*, 230-50.

This test can easily be varied by substituting pictures or designs for words.

The Substitution Test.—The substitution test which determines the rapidity and accuracy of learning by substituting for one set of characters another according to a key, is also found in group intelligence tests. The intelligence of the person is tested by determining the progress made in learning to make these substitutions. Dearborn,¹ in 1910, describes such a test in an article discussing experiments in learning. In Dearborn's experiment numbers were substituted for letters combined into words in one test, and in another symbols were substituted for numbers. Dearborn names this test a "practice experiment" and he plots curves of learning based on the scores obtained.

Vocabulary Tests.—Vocabulary tests, which are sometimes employed in the group tests of to-day, have been used by psychologists for many years. As early as 1891 Kirkpatrick investigated the "number of words in an ordinary vocabulary."² In more recent years Kirkpatrick has extended his investigations, and important studies have been made by Whipple, Ayres, and Babbitt among others. Terman included a vocabulary test in his revision of the Binet Scale and finds that this test shows a fairly high correlation with intelligence. The vocabulary test is in reality a form of the range of information test now frequently employed in group testing.

The Cancellation Test.—The cancellation test, in which certain digits or letters of the alphabet arranged in irregular order on a page are crossed out, has engaged a considerable share of the attention of psychologists, but has exhibited practically no relation to intelligence in its more developed forms. It is not employed in group tests at present.

Reading Tests.—The reading tests, particularly as worked out by Thorndike³ measure successfully some of the higher mental abilities. This test is of course very definitely related to one of the most essential requirements in school progress, namely, the ability to grasp and analyze the meaning of the printed page.

¹*Journal of Educational Psychology*, 1:378-384.

²*Science*, 17: 107-8.

³Thorndike tests reading ability by requiring the subject of the test to read a paragraph and then answer certain questions concerning it with the paragraph still before him. Other reading tests of this character involve the reproduction of a paragraph from memory after the reader has perused it for a definite length of time.

Intelligence and Character Tests.—It has already been pointed out in this discussion that intelligence tests measure not only intellectual ability, but also opportunity to learn and interest in learning. There are several other factors involved in the ability to perform these tests. Chief of these is the "will-to-do," the capacity to hold the mind down to a task and keep the attention alert and concentrated in the face of outside interests and distractions. The will-to-do is, to an extent, involved in the execution of an intelligence test, particularly if it is at all difficult and extended in scope, since the willingness to hold the mind to a task is here concerned. But it is not only in the performance of the test that this factor enters. It plays an important part in the acquired ability which enables the person tested to comprehend the materials presented, for, as has already been said, an intelligence test to a considerable degree measures ability to learn by measuring what has already been learned, and this acquired knowledge has been gained not merely through intelligence but through willingness to work as well. A child's success in school is due to his intellectual endowment in part, but only in part. His character and temperament are likewise important factors in his success or failure. Will-to-do a task bulks large in the total school performance. So it would seem that the present so-called intelligence tests are in a measure character tests as well, but of course only in a very small and limited degree.

1. *The Will-Profile Test.*—The attempt to determine character as independent of intelligence is scarcely in its beginnings. However, two fairly extensive character tests have been so far devised. The first of these is the so-called "Will-Profile Experiment" of Professor June E. Downey, of the University of Wyoming.¹ It is described as a tentative scale for measurement of the volitional pattern. It is for the most part a study of the variations of the handwriting of an individual under diverse conditions. Among the factors said to be tested are: speed of decision; the coordination of impulses under the mental set of both speed and accuracy; freedom from inertia as shown in speed in warming up, ability to maintain a high speed, etc.; ability to inhibit a motor impulse; flexibility of movement as shown in ability to disguise and to imitate handwriting; care in details; amount of motor impulsions; assurance; resistance to opposition; and perseverance. It is quite evident that this list includes a number of general characteristics that show the nature of the will of an individual. Through a single motor ex-

¹*University of Wyoming Bulletin*, 15 No. 6A, 1919.

pression (handwriting) appearing in an experimental situation, conclusions are drawn as to the will tendencies of the individual as a general factor. These tendencies are supposed to express themselves in concrete situations.¹

2. *The Voelker Test*.—In contrast to the general character of the experiments of Professor Downey is the very concrete investigation of Dr. Paul F. Voelker² who attempted to find out the truthworthiness of boys in actual life situations. Among the qualities that he has sought particularly to measure are: tendency to exaggerate; suggestibility; willingness to receive help in the solution of a problem when such help is forbidden; punctuality in returning a borrowed object according to a promise; honesty in money matters as indicated by whether the boy will keep over-change given him in purchasing an article; willingness to accept a "tip;" his truthfulness under various conditions, and so on. Dr. Voelker found that the scores obtained by boys in these tests were largely influenced by instruction and environment. He found little agreement between a boy's intelligence and his standing in the tests for trustworthiness.

3. *The Liao Tests*.—As another example of an attempt to determine character through specific tests may be mentioned the work carried on by S. C. Liao at Brown University. Liao prepared a moral judgment scale in the form of a "best reasons" test. A statement is made and under it are placed five reasons for the truth of the statement. The subject tested is required to indicate for every statement the best reasons. Under each statement one reason is moral in its nature, the other reasons being of a general or personal character.

PSYCHOLOGICAL TESTS IN THE ADMINISTRATION OF WOMEN'S COLLEGES

Special Need for Better Method of Selecting Candidates for Entrance to Women's Colleges.—Miss Agnes L. Rogers, shows the important place psychological

¹An adaptation of this test has been worked out by the Bureau of Personnel Research, Carnegie Institute of Technology and published as Text IX.

²See *Religious Education*, 16: 81-3, 1921.

tests have in the administration of our progressive women's colleges. She says:¹

At one time in their history there was little danger of the Women's College of Liberal Arts receiving students who were unlikely to benefit by a higher education. Women who sought college training were in general of high intellect and character. The road to college in those days, however, had to be stormed by women, whereas at the present time it is an open highway. Thus candidates for admission have greatly increased in number and represent a more varied sample of interests and abilities than in the past. It is most improbable that only the industrious, the studious, and the intellectually gifted now apply for entrance. The women's colleges are therefore faced with the same problem of selecting their student body as the corresponding institutions for men. Lacking the capacity to provide for the vast numbers clamoring for a college education, they must perforce carefully evaluate their methods of admission with a view to maintaining only those which can lay claim to being sound and right. Not only is it undesirable that they should invest money in training women who are unlikely to profit by advanced instruction, but it would also seem unfair in a democracy to accept the less gifted among women, while those more richly endowed were unprovided for.

Psychological tests form one solution of this problem, which is now being carefully evaluated. Mental tests have, of course, been applied very generally in the women's colleges. They have varied greatly in nature in accordance with the interests of the psychologist in charge and as a rule the abilities measured have been investigated for their own sake rather than for any help they might lend to the administration of the institution. Tests of color vision, for example, were made at Mount Holyoke over a period of years. At Vassar College the desirability of mental tests as an aid in the forecasting of academic success was early realized and experimentation with a variety of these has been carried on for several years.

Tests Used at Goucher College.—The successful application of group tests on a large scale by the United States Army revealed in unmistakable fashion their value as a means of selection and classification on the basis of general ability. This led *Goucher College* in 1918 to investigate the reliability of those tests which seemed best adapted to differentiate between higher levels of intelligence, with a view to determining their merits as

¹Twenty-first Yearbook, p. 245.

one element in the machinery of admission and also as an instrument for the classification of students in the large required courses. For this purpose use was made of the *Thorndike test of Mental Alertness* in 1918, supplemented by other tests, and of the *Thorndike Intelligence Examination for High School Seniors* in 1919 and 1920, and of the *Thurstone Psychological Examination for College Freshmen* in 1920.

It has already been demonstrated that these tests have much value for these purposes. It has been shown, for instance, that a three-hour intelligence examination foretells achievement in the freshman year with almost as great accuracy as the previous school record. Again, it has been found that the correlation between the test results and collegiate work in the first year is somewhat higher than between the ordinary types of entrance examinations and freshmen grades. In general, the latter amounts to less than .45, whereas the coefficient found between psychological test scores (Thorndike Intelligence Examination) and freshmen academic grades has in the case of Goucher College students reached well over 0.60. The prognostic value of the tests is therefore satisfactory. They are of undoubted service as an additional check on other data determining fitness for admission.

Their utility in maintaining a high level of student body is not limited to aiding in the selection of students for entrance. They can be an important factor in settling cases of elimination from college. For example, a student of superior intelligence may possibly carry college work with moderate exertion of effort; but students in the lowest ten percent of college women in ability can never hope to cope with academic subjects on the college level, if industry is lacking. We can accordingly, very early in the student's college career, dissuade those of inferior capacity, who are failing to master the freshmen tasks, from attempting work to which they are not prepared to give unusual effort. In determining these eliminations at the end of the first or second semester the mental tests prove in this way of much practical assistance. Other minor practical values they have, also. To give one instance, it is judicious to present to the student who is advised to withdraw and in some cases to her parents or guardians as much evidence as possible of her unfitness to cope with the college curriculum. To relieve those who have the responsibility of recommending withdrawal of some of the onus of requesting a student to leave the institution is in itself a contribution.

Intelligence Tests Applied to Women.—Tests such as the Thorndike Intelligence Examination were originally designed for the selection of men. Some of them are admittedly ill-

adapted to women, requiring such knowledge as the typical woman candidate for admission to a college is unlikely to have. Consequently, women obtain, in general, lower scores on the whole examination than men in similar institutions. A detailed survey of the differences found would be illuminating and the substitution of new tests requiring knowledge of a kind familiar to women, but unknown by the typical man, is desirable.

Intelligence Tests as Basis for Classification of Students.—Intelligence tests serve a purpose still more intimately related to the successful administration of the women's college, and the realization of its aims. They make possible the classification of students on the basis of ability in the various sections of the courses required of all students. Too little attention has been paid to this desirable organization in the past. Even to-day heads of departments in the women's colleges will make the statement that a fifteen-minute test given early in a course will suffice to arrange the members of the group tested in an order of merit, which is representative of their true ability in the trait or traits measured and which remains the same in all future testings. Much evidence exists, however, as to the unreliability of such results and as to the undoubted value of grouping together those of proved similar capacity in the case of pupils in the elementary and secondary schools. While it is true that classification on the basis of similar achievement in the particular subject of study has much in its favor, nevertheless, general ability is a potent influence in progress and we ought to take it into account in classifying students where no better method is available and provided the system of assigning sections is sufficiently flexible that transfers can readily be made.

Intelligence Tests as Method of Locating Cause of Inefficiency.—There are other aspects of guidance in which intelligence tests can be of much assistance. The student of superior ability who receive low academic grades obviously requires different advice from the student of meager mental talents, who receives low grades. The correct location of the source or sources of failure with college work is essential to attaining efficiency, and the intelligence indices of the students make diagnosis of causes of inefficiency a more easy task. An analysis of the causes sometimes reveals conditions of which the administration was unaware. It may be that the institution is not providing an environment favorable to study. Library, laboratory or dormitory conditions may be found to be inimical to good work. Student government weakly functioning, for instance, sometimes fails to secure dormitory conditions favorable

to study. On the other hand, it may be found that the individuals under consideration have remediable deficiencies, which require special attention, such as poor methods of learning, or inadequate study programs, leaving too little time for scholarly activities, or absence of scholarly ideals. Students from small rural high schools certainly find adjustment in a large college community difficult. Often they lack training in planning out their working day, and frequently their methods of learning stand in need of correction. Lack of capacity has often been assigned as a cause for what is really to be attributed to defective training and limited past experience. The tests serve as a corrective in this connection and the official responsible for educational guidance of the students has a means of bringing pressure to bear on able students whose work has been unsatisfactory, so as to enforce the speedy acquisition of new and valuable habits.

Capacity or Intelligence Tests as Basis for Vocation Counsel for College Women.—Of recent years the women's colleges have come to accept more responsibility for the guidance of students in the choice of a career. The means towards this end have been varied. Occasionally they have assumed the form of providing information through a series of lectures given by successful workers in fields open to women. Such a method has been used at *Vassar* and elsewhere. At *Wellesley* a more ambitious plan of individual consultation has been carried on, in which Miss Florence Jackson, of the Women's Industrial and Educational Union, has played the role of vocational adviser. The knowledge of the student's tastes and preferences so obtained has been of much value when linked with academic records of capacity. At *Goucher College* a beginning has been made in determining the selective effect of the various occupations from the standpoint of intelligence. It is planned to make a detailed study, not only of changes of occupational choice by the students during their four years in college, but also of subsequent success in the occupations entered upon, and of the intelligence level of graduates entering the various fields of work.

An ambitious scheme looking towards more specific vocational guidance is under way at *Vassar* where a Bureau of Personnel Research is already established under the direction of the Department of Psychology. It is hoped that such study will be made of the individual student as to make vocational guidance much more feasible.

There are other minor services that psychological tests can render in the administration of women's colleges, but they have more than justified the time, effort, and expense they involve by

their improvement of methods of selecting, classifying, and grading students. They must, of course, be further improved and better adapted to women. Their results must still be carefully studied and evaluated, but there is no room for doubt that they are of great service and can afford clues of importance as to the proper action to be taken in administrative problems.

INTELLIGENCE TESTS IN COLLEGES AND UNIVERSITIES

Sources of Information Regarding Tests Used by Colleges and Universities.—It will be of great value for deans to know exactly what tests have been tried out in different colleges and universities, including the women's colleges, as then by correspondence they can get the information needed both to carry forward a movement for the establishment of scientific test methods in their schools and to learn which are the most serviceable tests for their exact needs.

Dr. Whipple, in his article in the Twenty-First Yearbook on "Intelligence Tests in Colleges and Universities,"¹ gives this information in tabulated form. He says of this table:

For convenience I have cast certain portions of this summary into semi-tabular form. The table contains first of all, a list of the 29 institutions reported upon. This list begins with Brown University and concludes with Yale. It includes both private institutions, like Brown, Dartmouth, and Harvard, and state universities, like Illinois, Iowa, Michigan, Ohio, and Nebraska. It includes small institutions, like Clark, Hamline, and Reed, and large institutions like Chicago, Columbia, Harvard and Michigan. It includes men's colleges, like Dartmouth, women's colleges, like Goucher, Sophie Newcomb, Wellesley, and Vassar, and co-educational institutions, like the majority of the list. On all these counts and in geographical distribution as well, the list may be regarded as sufficiently representative of the colleges of the United States, even if there have been important omissions.

In the second column there appear the names of the tests that have been used (mostly prior to 1921) in these institutions. The reader will note in general two types of test; first what are known as tests of general intelligence (illustrated by the Army

¹Yearbook, p. 253.

Alpha test and the Thorndike test), and second; what may be termed tests of special aspects of intelligence (illustrated by these that appear, for instance, for the University of Chicago—number checking, constant increment, directions, etc., or for the University of Iowa or the long list for Harvard).

If we examine this column of tests more carefully, it will be evident that among the stock group tests of general intelligence, the Army Alpha test has had by far the most extended usage—it has been used, for instance, at Brown, Carnegie, Clark, Colorado Agricultural, Dartmouth, Hamline, Illinois, Michigan, Minnesota, Ohio State, Pennsylvania, Purdue, Rochester, Southern Methodist, Wyoming, and Yale, that is, in at least 16 of the 29 institutions represented. The reason for the great popularity of this particular intelligence examination is not far to seek. It was the first group intelligence test to be constructed by the joint efforts of a group of well-known psychologists; it was devised with special reference to use with adults; it has been applied in the army to more than one and three-quarters million of men (one of the really great feats of human engineering, I may add); the results have consequently reached a degree of standardization never attained by any other test; the test blanks were procurable for several months after the armistice at prices far below what other tests could be produced; the results obtained in the army far exceeded the most sanguine hopes of its makers.

Caution Regarding the Use of the Army Alpha Tests With College Students.—Notwithstanding these many advantages, there are certain disadvantages about the Army Alpha test that are well recognized by those of us who frequently advocate its use. For one thing, it is possible for any person to buy copies of it with the keys to the answers (for example, in the book on "Army Mental Tests" by Yoakum and Yerkes), so that there would not be an insuperable obstacle to overcome for any student who wished to arm himself in advance by coaching on all five forms of the Alpha that are available. For another thing, and this is really more important, the Army Alpha examination is really somewhat too easy for the average college student. Too much of the 40 minutes used in its application is taken up with material that is perfectly simple, so that it does not act as efficiently as would a test specifically designed for a selected group of superior intelligence. Again, there is some evidence that the Army Alpha test is so phrased and constituted as to favor men over women, though this objection is not particularly serious.

How to Meet These Objections.—Many of these objections have been met in the series of group intelligence tests prepared

by Professor E. L. Thorndike for use with the freshmen at Columbia College and widely advertised as one of the standard devices for admission to that institution. The test, as Table I shows, have been tried not only at Columbia, but also at Brown, Goucher, Iowa, Nebraska, Wyoming, also in several Normal Schools (see this Yearbook, Chapter VIII), and doubtless elsewhere. The Thorndike tests present three features that deserve mention: in the first place, their content is such that they present distinctly greater difficulty than the Army Alpha; in the second place, they are constructed by drawing material in chance lots from a large mass of previously prepared material, so that fresh examinations can be constructed for a period of years with the probability that each examination booklet will closely approximate in difficulty that of any other; in the third place, they demand a much longer time than any other intelligence test on the market—each of the three parts of the examination takes the best part of an hour, and the total examination thus ties up a morning or an afternoon of the students' schedules. Professor Thorndike maintains that his tests show not only a man's intelligence, but also his ability to stick to a long and, at the end, somewhat distasteful task. The full Thorndike examination undoubtedly gives correlations with scholarship higher than those afforded by the Army Alpha tests, but they do not appear to exceed greatly, if at all, the correlations afforded by other special college group tests, like the Brown University tests. Thus, Professor Thorndike informs me that his entire examination affords correlations with success in the freshman year of .60; that Part I, which takes an hour, affords correlations of about .45 to .48; that Part II, which takes another hour, affords correlations of about .45; that Part III affords considerably lower correlations, but is valuable on account of its high partial correlations. He says: "I feel it my duty to add that to raise the correlation from .45 to .60 seems to me worth far more than the extra time required." Professor Colvin states that "the net correlation between the Brown University test and college marks for two terms was .60." He adds, moreover, that he could find no indication from examining data secured at Brown with the Thorndike tests "that those tests showed up a 'quitter' or a man with a 'yellow streak.' " From another institution it was reported that two or three students fainted under the three-hour strain, and the faculty became indignant at this alleged imposition of hardship. Some evidence against too long an examination may be found in the recent demonstration by Hansen and Ream of Carnegie Institute of Technology, that in the 25-minute "Scrambled Alpha" test the score obtained in the first five minutes is fairly proportioned

with the total score (correlation 0.88), that for the first ten minutes is closely proportional (correlation 0.92) and that for the first 15 minutes virtually identical (correlation 0.96) with the total score for 25 minutes. This means that very little alteration in the standing of students would result, in that test at least, if the examination was stopped at the end of five minutes and that, to quote these writers:¹ "*For practical purposes in predicting school success, the fifteen minute test is just as satisfactory and reliable as the longer test.*" It is for this reason that I myself have preferred to devote the time for examining students to the giving of several tests of different sorts, rather than to giving a single, long, general intelligence test.

Popularity of Mental Tests With Students.—My experience at Michigan leads me to believe that many of the students are very keen to take mental tests; that they are anxious to learn their standing, and they do not at all regard the testing of their mental ability in the light of an imposition, as some college administrators have feared.

Use of Results of Tests by Administrative Officers.—At Ohio State the entire student body, 5900, took the tests (and the faculty as well, I believe), and the results have been used by the deans in consultations with individual students regarding their performance in the classroom. At Michigan, the results of the tests of probationers were submitted to the administrative authorities, and have been used as one source of guidance in determining whether a given student should, or should not, be permitted to continue his university work. At Brown there exists a much more elaborate machinery for utilizing the intelligence tests. The results are made use of by a special committee whose function is to guide and counsel students in the selection of courses and in the choice of their life work.

A test that would "shell out" the ones of superior ability would also have administrative significance. A suggestion that I got from conversation with a member of the faculty of a western institution (I think the University of Iowa) strikes me as worthy of mention in this connection. The suggestion was in substance; why not "warn" the best students of their ability as well as warn the poorest students of their lack of it? More concretely, it was suggested that, after the freshmen had been examined, the top five percent should be summoned to the office of the Dean or the President and placed, as it were, "on the carpet." They would then be informed that they represented

¹*Journal of Applied Psychology*, 5: 186, June, 1921.

the best five percent of their class, that their innate ability was known, and that the responsibility was not definitely placed upon them to produce college records that accorded with their potential promise. The same thing could then be repeated with slight variation with the second five percent, and again with the third five percent. Here then, all that is needed is that the mental test should cull out the best mentalities, regardless of its failure to differentiate accurately among the mediocre ones. If the material of the mental test is well selected and properly pitched, there should be little difficulty on that score, because, while a good student may sometimes for one reason or another, make a poor record in a test, it is almost impossible for a poor or mediocre student to make a good record by any lucky accident. The gaining of a first-rate score may practically always be interpreted as indicative of the possession of superior mentality.

SUMMARY OF COLLEGES AND UNIVERSITIES SHOWING MENTAL
TESTS USED AND GROUPS TESTED¹

Institution	Tests Used	Date	Groups Tested
1. Brown University	Army Alpha	1918	Freshmen and some others (400-500)
	Thorndike Coll. Entrance	1919	Freshmen (about 300)
	Thorndike and Special Brown University test	1920	Freshmen (about 275)
2. Carnegie Institute Technology (including Margaret Morrison Carnegie School)	Army Alpha	1917	Freshmen 114 freshmen
	Trabue Completion Robinson's Range of Interest Gordon's Directions Analogies Whipple's Marble Statue Opposites		
3. Chicago, University of	Number Checking Opposites Constant Increment Directions Word Building Sentence Building Business Ingenuity Memory tests		Freshmen and other entrants

¹Yearbook, p. 255.

Institution	Tests Used	Date	Groups Tested
4. Clark University	Army Alpha Otis General (A and B) Otis Individual Thurstone Substitution Thurstone Reasoning Digit-Symbol Haggerty Reading Thorndike Coll. Entrance		Each freshman class, 300-400 in all
5. Colorado Agricultural College	Army Alpha (6 and 9) Terman (Form A)		500 college students and 350 prep. students 218 college students and 80 ex-soldiers
6. Columbia University	Thorndike Coll. Entrance	Since June 1919	Majority of freshmen 700 reported in 1920
7. Dartmouth College	Army Alpha Rating Scale Special Information Test	1920	143 freshmen of class of 1923
8. Goucher College	Thorndike Mental Alertness Thorndike College Entrance Thorndike College Entrance Thurston College Entrance Columbia Intelligence	1918 1919 1919-20 1920-21	98 seniors 132 freshmen 243 freshmen 150 freshmen 150 freshmen (random groups) 254 freshmen
9. Hamline	Army Alpha	1919	74 men— 145 women
10. Harvard	Yerkes-Rossy Point Scale (20 tests arranged for group examination through lantern slides) Response to pictures Comparison of weights Memory span for digits Suggestibility Memory for unrelated sentences Comparison of terms		110 men of a class in psychology (average age of juniors and seniors 21.16) 130 women of psychology class (all seniors. Average age 22.2)

Institution	Tests Used	Date	Groups Tested
10. Harvard Con- tinued	Comprehension of ques- tions Definition of terms Appreciation of ques- tions Analogies Association of oppo- sites Relational test Box test Ingenuity test Comparison of capital letters Code learning test Ball and field. Geometrical construc- tion Reproduction of diamonds Memory for designs		
11. Illinois, University of	Army Alpha, Form 6	1919	3500 students, all classes
12. Iowa, State University of	Courtis Arithmetic (series B) Whipple's Analogies Simpson's Opposites Completion Visualization Whipple's Information Logical Memory (The Dutch Homestead) Thorndike College Entrance	1921	Freshmen, 268 men 276 women Freshmen
13. Michigan, University of	Thurstone, Test IV, Form 6 Army Alpha, Form A Whipple College, Read- ing, I Thurstone, Test IV, Form B Army Alpha, Form 6 Whipple College, Read- ing, II Army Alpha, Form 9 Brown University Tests Whipple College, Read- ing II	1921 1921 1922	350 probation- ers and 150 non-proba- tioners 325 probation- ers and 50 non-proba- tioners 250 probation- ers and 50 non-proba- tioners

Institution	Tests Used	Date	Groups Tested
14. Minnesota, University of	Army Alpha, Form E Army Alpha, Form 6 Analogies Opposite Trabue Completion, Scale J	1917 1919	275 freshmen 279 freshmen 200 sophomore women
15. Newcomb, H. Sophie Mem- orial	Color triangles Woolley Substitution Cancellation Memory (Marble Statue) Genus—Species (Woodworth-Wells) Woolley Opposites Word-Building test to half of pupils, and Ink-Blot test to the other half	1916	99 freshmen (mental tests) 32 seniors and 25 fresh- men (informa- tion test)
16. Nebraska, University of	Thorndike College, Entrance	1921	1192 fresh- men
17. Northwestern University	Trabue Completion (K&W) Hard Opposites Whipple's Information Test with substitu- tion of 30 words, in- stead of marking by letters (Brief re- sponses required)	1916	100 freshmen
18. Ohio State University	Army Alpha, Forms 5, 6, 7, 8, 9 (Form 7 used twice) Revised Alpha	1919- 20-21	5,950 (entire student body) To all new en- tering, 2,398 new stu- dents
19. Pennsylvania, University of	Army Alpha Witmer's Form-Board Cylinder Memory for digits Syllables, paragraph (Binet) Trabue Language test	1919	Freshmen and 186 returned soldiers 94 students in Psych. 1
20. Purdue, University of	Army Alpha		1,159 Students (85% of en- rollment)
21. Reed College	Standard tests on mem- ory, association, atten- tion, suggestion, im- agination, judgment	1912- 13	195 students

Institution	Tests Used	Date	Groups Tested
22. Rochester, University of	Army Alpha Otis Stanford Revision of Binet	1919- 20	550 freshmen
23. Rutgers College		1920- 21	freshmen
24. Southern Methodist College	Army Alpha		128 freshmen 79 sopho- mores 54 juniors 41 seniors
25. Texas, University of	Card Dealing Card Sorting Alphabet Sorting Mirror Drawing Spirometer		54 freshmen (boys) 52 freshmen (girls)
26. Vassar College	Woodworth-Wells Hard Opposite tests Analogies Test (Lists A and B of Wood- worth and Wells) Substitution Cancellation Information Terman's Superior— Adult Tests	1917	38 seniors (with re- cords from highest to lowest) 2 groups of 25 students
27. Washington, State University of	No statistical data	—	—
28. Wyoming, University of	Stanford Adult Test Army Alpha	1916	100 in 3 groups (freshmen, upper class- men, facul- ty)
	Thorndike College, Entrance 30 Individual Tests Will-Profile	1918- 19 Sum- mer 1919 1919	143 students, all classes 60 rural school teachers 100 freshmen 145 freshmen and 104 other stu- dents
		1919	30 selected freshmen
29. Yale	Army Alpha, Forms 5 and 6		400 freshmen

SUMMARY OF COLLEGES AND UNIVERSITIES SHOWING MENTAL
TESTS USED AND GROUPS TESTED

Summary.—Dr. Whipple summarizes the whole discussion of intelligence tests for college students as follows:¹

1. Intelligence tests form a useful device in college administration, though they must be combined with other indications of the student's status to be most effective.

2. The time seems likely to arrive in the near future when the majority of college entrants will have already been given one or more intelligence examinations prior to their appearance on the college campus. There should be machinery for recording and transmitting their scores in these examinations and preferably also for translating the scores to a single (probably percentile) scale.

3. College students, as a group, take kindly to the idea of intelligence examinations. Many of them are ready to go out of their way to secure them and to discuss their rating and its bearing on their career.

4. The Army Alpha is the intelligence test thus far most widely used in the colleges, but it is evidently not the best possible test for this purpose; it is too easy and operates better to detect men who lack the minimum of intelligence necessary to do work of a passing grade than it does to differentiate among men in the higher levels of intelligence.

5. The college testing has already revealed interesting evidence of differences in the intelligence levels of groups in different parts of the country, in different institutions, in different courses and classes within the same institution.

6. There is some evidence that rating scales and other methods of appraisal for non-intellectual traits, like aggressiveness, persistence, honesty, leadership, etc., will eventually be developed that will supplant helpfully the results of intelligence tests.

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CHAPTER XIV

STUDENT HOUSING

In the course of the development of higher education such strong influence has been brought to bear so successfully upon young people in order to lead them to seek higher education that today we are confronted with the anomaly of thousands of these fine ambitious young people, possessing the necessary preparatory education, being refused admission to our colleges, universities and technical schools—often so disappointed that their after-lives may be handicapped. Some heads of these institutions frankly admit that this course is pursued because they lack the necessary facilities and instructors to care properly for all applicants. Others learnedly discourse upon the value to the race of debarring from the advantages of higher education all those not possessing superior mental equipment. This theory of benefiting the world by developing a race of supermen is so far exploded that the utterances of these advocates of the denial of higher education to young people of ordinary mental capacity falls upon deaf ears in the case of the vast majority of right thinking people. We are tempted to believe that these educators would never proclaim such doctrines if they had ample equipment and help to take care of the rising tide of aspirants for higher education.

A careful survey made of one field of education has convinced the author that the greatest lack of equipment at present is not generally in class-room, laboratory, or similar buildings, nor is it so much a shortage of instructors. All these needs are being rather liberally supplied by ever-increasing appropriations from

federal, state, and other public sources, by help from the great foundations, and by contributions from individual philanthropists. The most acute shortage is in adequate modern housing facilities, and the sources above recited are almost wholly closed to pleas for financial help in this direction. There is such need for better housing of students and the work of deans and advisers is so vitally affected by this shortage that the author has undertaken to present not only a superior type of residence hall for students and others but a better type of management; and a plan by which she believes a large number of these modern, well-conducted buildings may be added without delay to the equipment of institutions feeling the need of them.

Incidentally, one might stress here that the need for these excellent housing facilities does not stop with school life. When these young people leave school or college and their homes to lay the foundation for the fortunes they hope to win and thus prepare to establish homes of their own, they should find in the towns and cities where they go the same well-appointed, well-conducted, attractive modern residences which are being recommended to educational institutions. By this means the maintenance of the high physical, mental, social, and moral standards adopted during their school life will be assured, and no one questions the value of this. The plan for financing such housing projects outlined, together with the introduction of the special features noted, would apply equally well to the housing of industrial, business, and professional young men and women.

VARIOUS TYPES OF STUDENT-HOUSING COMPARED

Student-Housing without Residence Halls.—The two means of housing students at present employed by secondary and higher educational institutions having non-resident students and no residence halls belonging to the institution are, in general, the use of approved

rooming houses and the encouragement of cooperative student-housing, such as fraternity, sorority, and certain other forms of club or collective housing initiated by students.

While, upon first thought, the housing of students in private homes in the neighborhood of the schools seems to be the most ideal arrangement possible, experience has shown that there are so many objections to this plan that it should not be tolerated if any sort of residence hall is possible.

President Lowell of Harvard in one of his annual reports,¹ speaking of the responsibility of the college for the proper development of the students, refers to the Harvard plan of requiring all freshmen to reside in the college dormitories. In this way, he thinks, can be established a consciousness among the students that they are bound together by common ties, and have common sentiments, aspirations, and interests. In the *esprit de corps* thus attained he hopes to find a line of practical approach for the moral influence which the undergraduate needs. While unwilling to make dormitory residence a positive requirement beyond the freshman year, he would be glad to see college dormitories so equipped and managed as to attract all students. Against the privately owned dormitory he raises the objection that it inevitably aims to gather those who can pay well, and thus tends to segregate the students on the basis of wealth.

1. *Approved Rooming Houses*.—(a) *General Faults of the Rooming House System*.—(1) A scattered student body prevents the creation of a strong, helpful school spirit.

(2) It is impossible to secure any certainty of high social standards and practices. It is difficult to teach

¹"What Are Colleges for," *Weekly Review*, 2: 125, Feb. 7, 1920.

manners and morals outside of the conditions under which they are practiced.

(b) *Faults Pertaining to the House or Dwelling.*—

- (1) The arrangement of rooms is undesirable.
- (2) The rooms are not adapted to their purpose—they are too small, poorly lighted and ventilated, lack conveniences, and have unattractive and inadequate furnishings.
- (3) The bathing facilities are generally inadequate.
- (4) There is no possibility of uniformity in houses and equipment on account of the large number of houses needed.
- (5) It is necessary at times to use houses in unattractive and undesirable localities.
- (6) There is lack of uniformity in heating in individual houses and apartments.
- (7) The social and recreational facilities are generally inadequate.
- (8) No provision is made for segregation in case of illness.
- (9) The menace of flies, mosquitoes, and other pests is always to be considered.
- (10) There is the inconvenience due to quarantine in case of contagious or infectious diseases in the family.

(c) *The Problem of Undesirable Family Conditions.*—(1) Often there are children in the family lacking restraint and consideration.

- (2) There may be undesirable male members where housing young women is involved.
- (3) Sometimes the family has low social ideals and practices. Family guests and family jars may be inflicted upon the roomers.
- (4) Family habits may prevent students from systematizing time for study, sleep, meals, and recreation.

(d) *Undesirable Characteristics of the Landlady or House Matron.*—

- (1) She may have unbusinesslike methods, inability to make clean-out, definite contracts with the students, and inequalities in administering those made, leading to friction and dissatisfaction and frequent changes.
- (2) There may be absence of poise, dignity, reliability.
- (3) She may have defects in language.
- (4) There may be lack of cleanliness and orderliness.
- (5) She may be mentally unable to think out conditions conducive to effective student life.
- (6) Often there is failure to cooperate with school authorities in establishing standards of conduct, and practices not conducive to the best interests of students are permitted in order to keep in favor with them.

It is seldom that a house is listed having all these undesirable features, but it sometimes happens; then students suffer inconceivably. Practically all private houses however, have *some* of these undesirable features which entail enough inconvenience and discomfort to condemn this system of student-housing, provided a better one can be substituted.

2. *Student Cooperative Housing.*—Students have attempted to find their own solution of the problem of suitable housing facilities by the establishment and operation of fraternity, sorority club houses, cooperative dormitories, and other forms of cooperative housing. Through this movement some very desirable advantages have been secured over the system of private rooming houses.

(a) *Advantages of Student Cooperative Housing.*—

- (1) On the average, these student houses provide safer, more suitable, and more comfortable housing than the ordinary rooming house.
- (2) They require and develop ability in students to cooperate successfully with others and increase their sense of personal and collective responsibility.
- (3) They give training in a small way in business and administrative methods.
- (4) They foster closer friendships.
- (5) In general, they afford better opportunity for social and cultural development.
- (6) Student club houses, as distinguished from sorority houses, are usually under the management of groups of students, who for financial reasons must maintain themselves at the least possible expense during their college or university course. Their organization must of necessity partake of the nature of the sorority house both in management and in the selection of members in order to keep the house full and to insure a certain measure of congeniality among the members and therefore give the same general advantages as sorority houses.
- (7) The cooperative dormitory is generally a building provided for the students either by private, public, or institution funds in which the students can carry out their cooperative plan at greatly reduced cost. For this reason it hardly falls in the same class as the other forms of student cooperative housing and should properly be included in the group of student houses under the management of the institutions, since the plant is generally owned and equipped by them and furnished to the students, rent free or at a very greatly reduced rate. A large number of students can be accommodated, the expense of operating is les-

sened, and the institution has a better opportunity for determining the quality and form of its organization and administration, all of which make it a better form of low-cost cooperative student-housing than those more fully under student direction and control.

In view of these advantages there is a temptation to claim, in the absence of real home life, that these various forms of cooperative student-housing are the best, but institutions that have tried this method of solving the housing problem are by no means agreed that it is satisfactory and at best they demonstrate that there are serious disadvantages.

(b) *Disadvantages of Student Cooperative Housing.*—

- (1) Snobbishness and undue rivalry frequently result through an overemphasis of social differences, and an undemocratic spirit is therefore cultivated.
- (2) Artificial barriers are frequently erected that interfere with cordial, normal, general intercourse.
- (3) Unhappiness is caused among those students not admitted to such groups.
- (4) With secret organizations there is a tendency to stress the element of secrecy and make it appear overimportant and desirable.
- (5) There is danger of overindulgence in social pleasures, with the possibility of lowered scholastic attainments.
- (6) There is danger of insubordination to college regulations.
- (7) The changing personnel of the group from year to year tends to cause changing ideals and practices. Each year a new group is added with possible different ideals of what constitutes good practices. Instances are known

where the ideals and practices of the whole group have gradually changed by this means, improving sometimes and at others deteriorating; thus continuity and unity in the management of the house for the purpose of securing and maintaining high standards are lost.

- (8) The student club houses likewise have very serious drawbacks. The expenses, including rent, upkeep, and salary of house matron, must usually be wholly met by a pro-rata sharing. The worst disadvantages of the sorority houses are, therefore, experienced, with the added one that the economies necessarily practiced often reduce the grade of living to an undesirably low level. This frequently means the employment of an ordinary-type house matron, who must perform the duties of housekeeper, cook, and chaperon. It is a difficult task to find a woman of such varied accomplishments who would be willing to give her services for the money the students can afford to pay. Hence, these student cooperative enterprises have not proved as ideal as would at first seem likely.

Student-Housing by Means of Residence Halls.—Both approved houses and student cooperative housing have so many disadvantages that, if there is a better method of taking care of the students, those charged with the responsibility should seek it. The trend of expressed opinion upon the best type of student-housing for American colleges and universities in recent years has been so strongly in favor of the cottage or other detached small-group housing, so strikingly demonstrated at Smith College, that the type of residence hall now to be discussed must demonstrate its superiority, in the long run, as the best before the educational world can be expected to favor it whole-heartedly. If the colleges and universities could secure all

the land adjacent to the college buildings necessary for a cottage system to house their entire student body and sufficient funds with which to build and equip them, and enough specially qualified women could be found and paid the salaries such women would expect, to serve as heads of houses so that the management will, in reality, be fine and homelike, then it might be frankly admitted that this type of housing should be advocated by the educational world. The cottage housing plan is, however, admittedly so impractical for the vast majority of our American schools that it must be left to its enthusiastic advocates to sing its praises. Our institutions of higher education are expanding so rapidly, and promise to continue to do so for years to come, that few of them could provide even the ground upon which to build cottages enough to house their students, to say nothing of raising the funds for their construction. It must be plain to everyone that, in order to meet the conditions as they exist today, some type of large-group housing which costs much less per-student than the cottage or other small-group plan and which occupies much less ground, but which, on the whole, affords the students just as valuable a home life, must be developed.

The residence hall now to be discussed, together with the management outlined in the following chapters, is designed to meet the needs of the case and it is believed if generally adopted will do so.

In order impartially to consider this modern-type hall, those belonging to earlier generations of college people should consider the matter of student housing from the present-day angle. The methods of housing adapted to give twentieth century girls the college life they need differ considerably from those followed twenty-five, thirty, or forty years ago. Modern family housing has changed materially during even the last ten years, and as the whole house for the family has been supplanted by the ever-diminishing quarters deemed necessary for a family, the housing of college

girls must embody the best features of the vanishing family house. Therefore the reader is asked to give a sympathetic consideration of the plans for developing the modern-type residence hall.

1. *The Dormitory*.—One of the methods which has been tried on a comparatively large scale has been the so-called dormitory. To the modern person of refinement this term "dormitory" is somewhat in disrepute. It originally described sleeping quarters in which ten, twenty, thirty, or more people undressed, slept, dressed, and performed the other acts of the toilet in one open room. In cruder times even gentle folk were not particularly shocked by this. In their private houses much the same promiscuity was practiced. Now there is a rapidly increasing demand for privacy. Very likely to the lack of privacy in this old type of dormitory is due in large measure its unpopularity among modern students. There is no doubt that the ordinary dormitory is unsatisfactory not only in this lack of privacy but in many other respects. But the improved living conditions of all classes of people in recent years makes it necessary for school authorities to revise their conceptions as to what are adequate housing conditions for the young people coming from these better appointed homes to attend boarding school or college. The furnishings and equipment of many ordinary workmen's homes in these times are equal to those of the homes of the well-to-do and wealthy of the preceding generation and even of those of the present time.

The problem, stripped of its nonessentials, is, then, to create structures, preferably in the form of residence halls, so well arranged, so full of comforts and homelikeness, so well adapted for successful study and under the management of such carefully selected supervisors that even refractory students will prefer to conform to the regulations governing the halls, and live in them rather than seek the greater freedom of the less desirable rooming houses, fraternities, sororities,

or clubs, although these do require much less conformity to regulation. It remains, therefore, to describe such residence halls and point out how they may be made to serve their purpose.

It should be borne in mind that no matter how simple or low priced the structure, it is to have packed into it those carefully thought-out features which produce that comfortable, homelike feeling. This can be done in part in the building and in part by the furnishings, but it must be done. Likewise, it is to be borne in mind that even in such low-cost halls the same high standard of management should be maintained. Students needing to earn all or part of their maintenance may be given a chance to work in the residence hall, for which services they may be paid either money, room, board, or other consideration. The chief drawback to this arrangement is the possibility of its affecting the student's status with her fellow students. It need not do this if the institution uses its influence to establish right ideas concerning social standards and relations. Hence, a residence hall entirely under the control and management of the institution may afford this class of students opportunities to earn all or part of their living expenses and still enjoy a social equality with those who are able to pay for their maintenance.

2. *Simple-Type Residence Halls.*—An example of the simple-type residence halls is represented by Figure 1, developed by the Iowa State Agricultural College. Each building in the group presupposes a setting of shade and ornamental trees, shrubs, flowers, lawns, and gardens which will go far toward removing the necessary plainness of the structure itself. The interior, while rather severe, is made unusually attractive by the provision of parlors and other social and recreational features which make it possible for the young women to enjoy a high degree of home comfort and refinement. All the student rooms are single rooms and there is running water in each room with bath and toilet conveniences easy of access. In order to get the

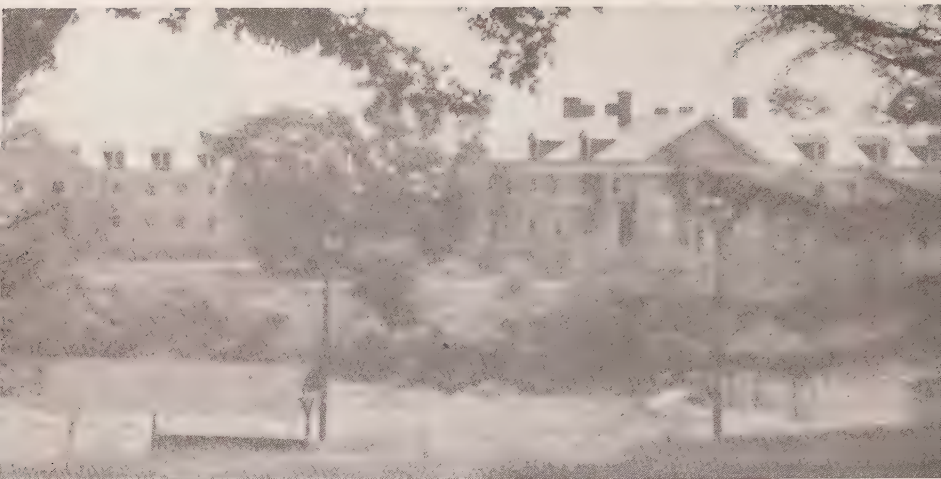
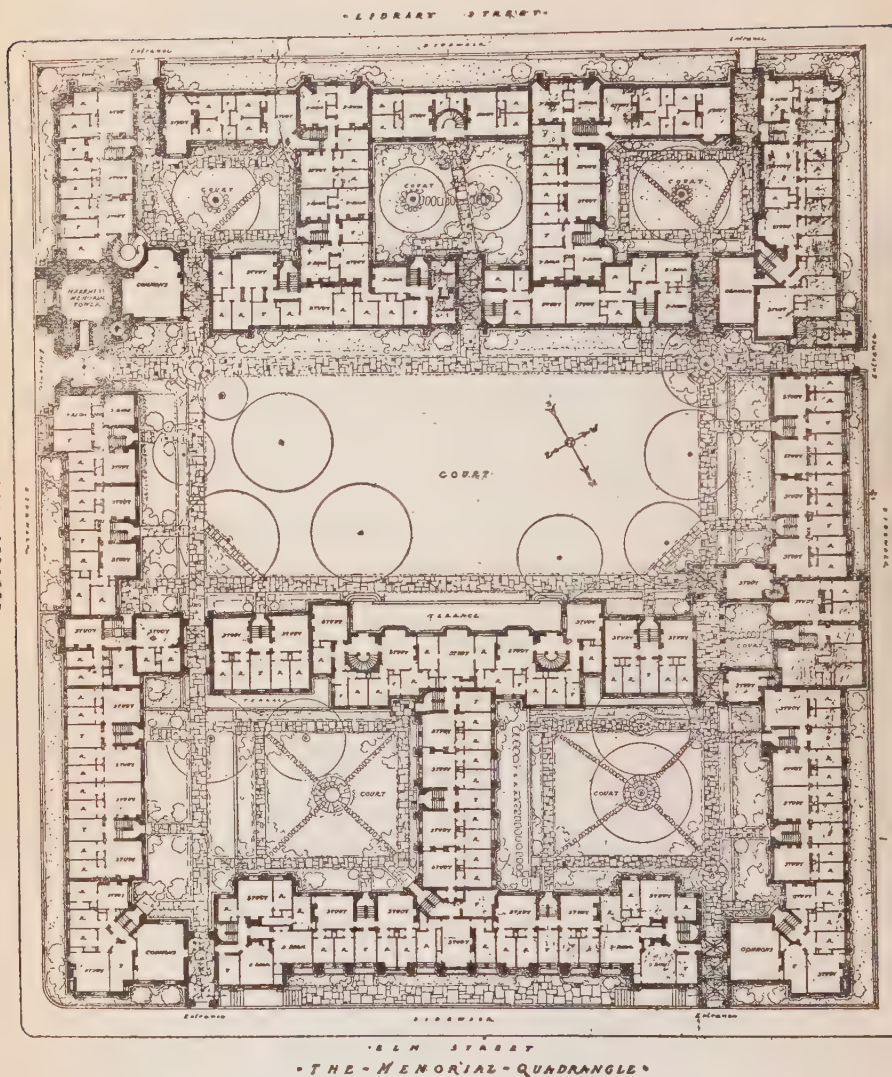


Figure 1.
 GROUNDS AND EXTERIOR OF WOMEN'S DORMITORY
 State Agricultural College, Ames, Iowa.



Figure 2.
 EXTERIOR OF STEPHENS JUNIOR COLLEGE DORMITORY
 Columbia, Missouri.



Yale Memorial Quadrangle.

FIGURE 4
TYPICAL FLOOR PLAN
Men's Dormitory, Yale University



Figure 7.
PRUDENCE RISLEY HALL, WOMEN'S DORMITORY
Cornell University.

A
Modern Type
Residence Hall

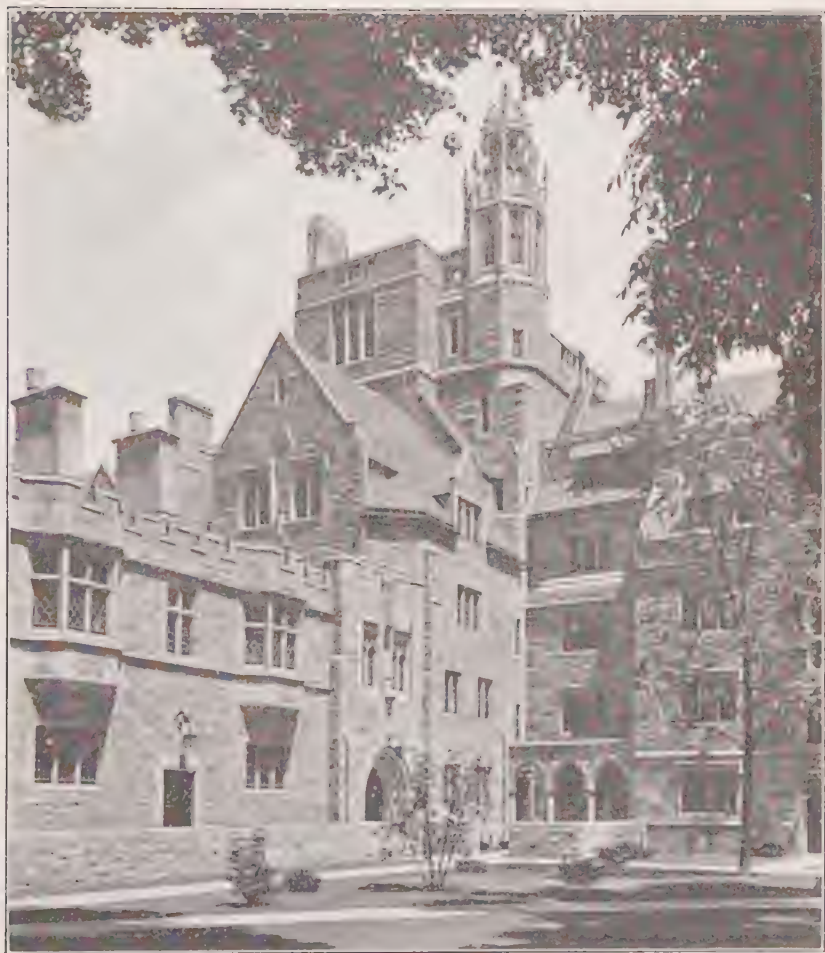


Figure 5.
GROUNDS AND FACADE, YALE QUADRANGLE



Figure 6.
ANOTHER VIEW OF YALE QUADRANGLE AND SETTING

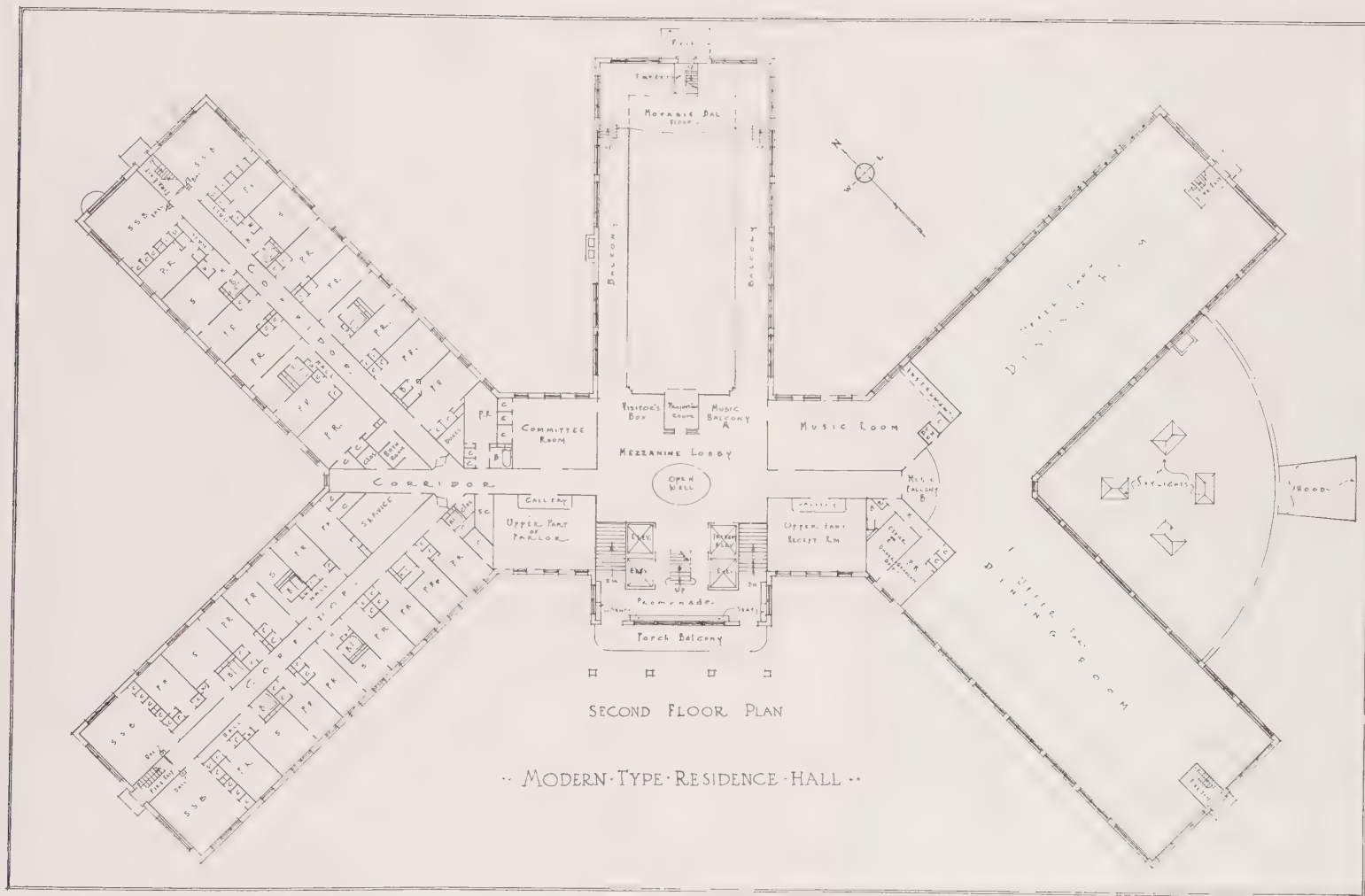


FIGURE 10

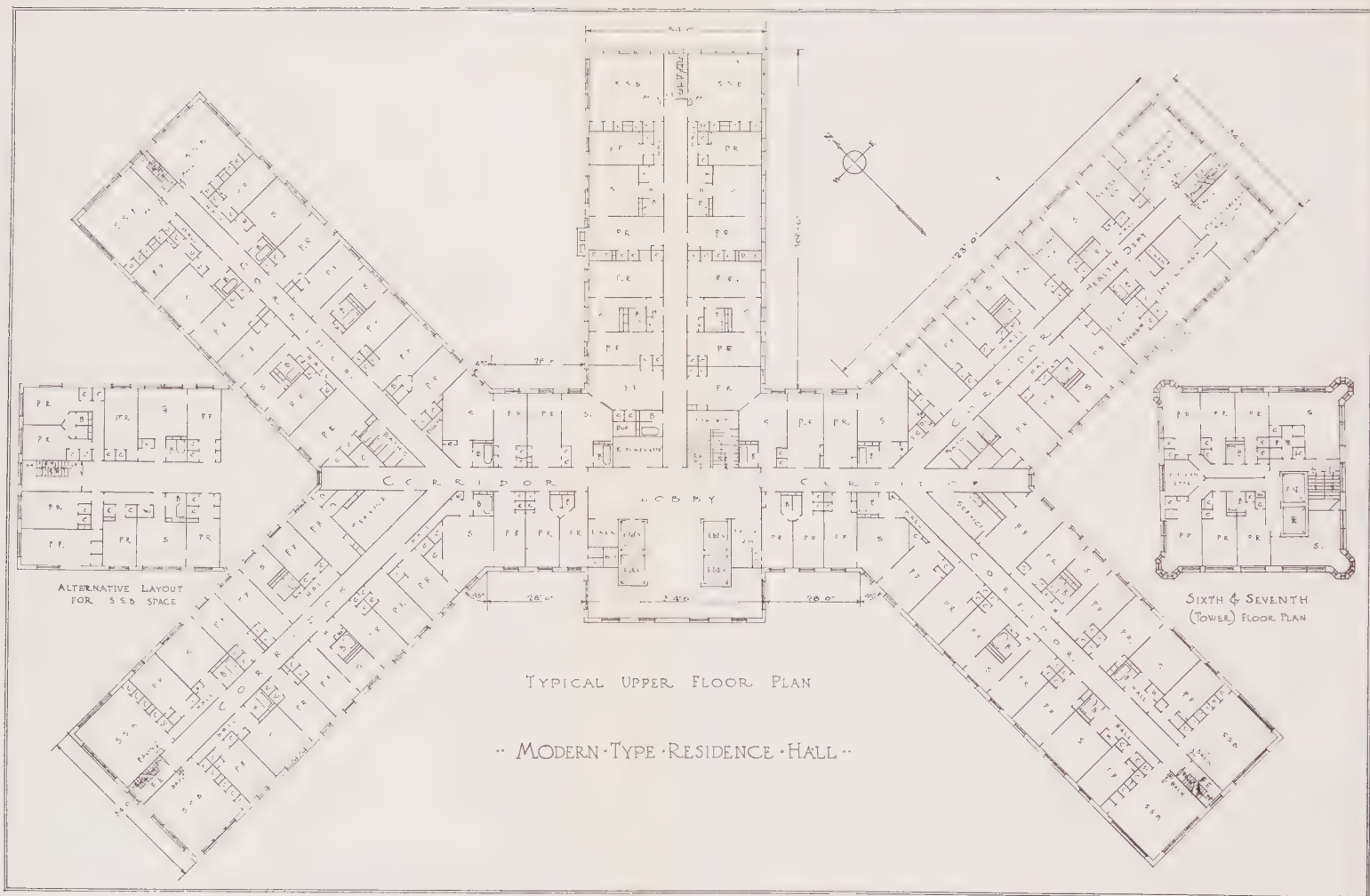


FIGURE 11

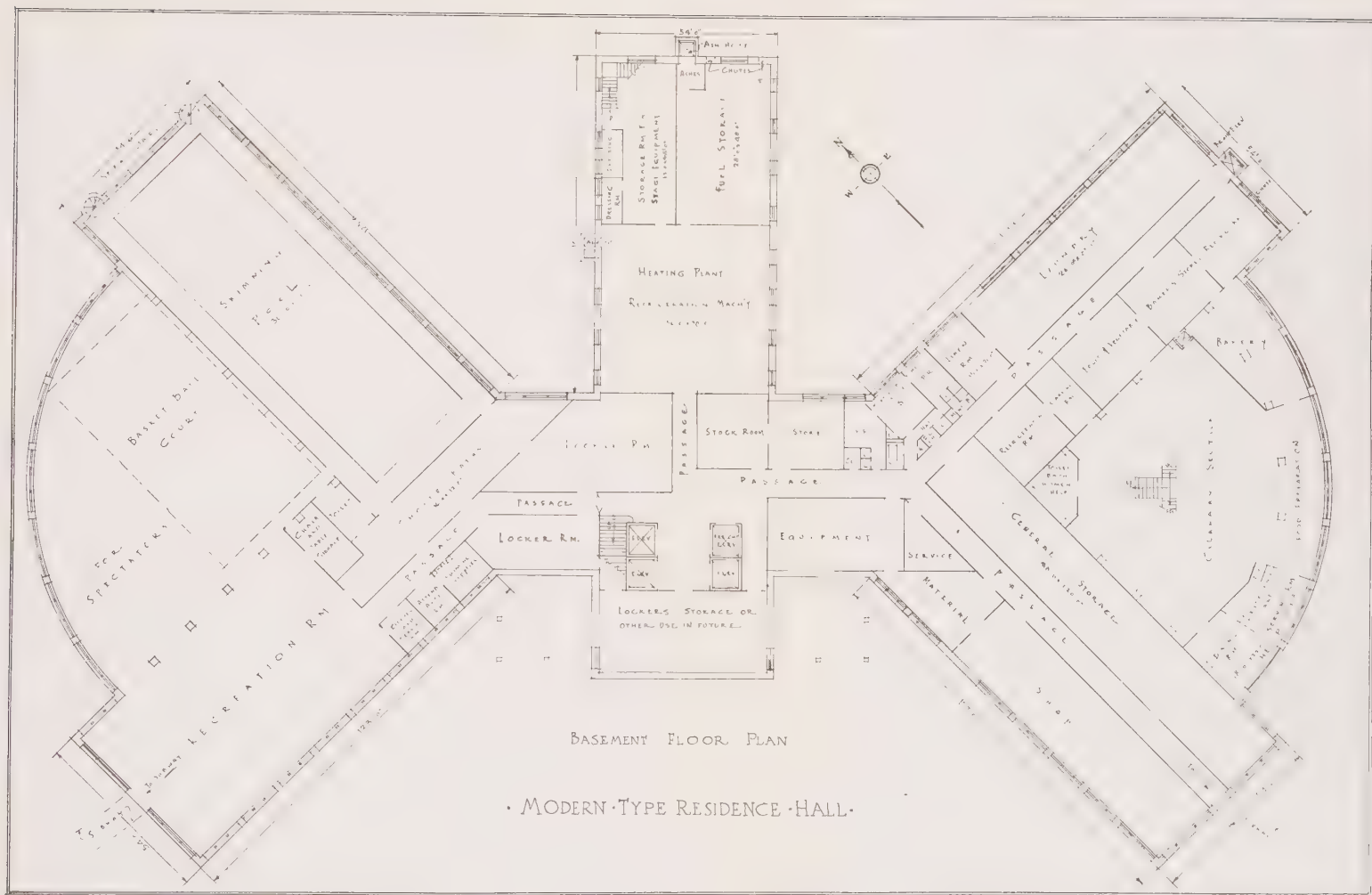


FIGURE 8

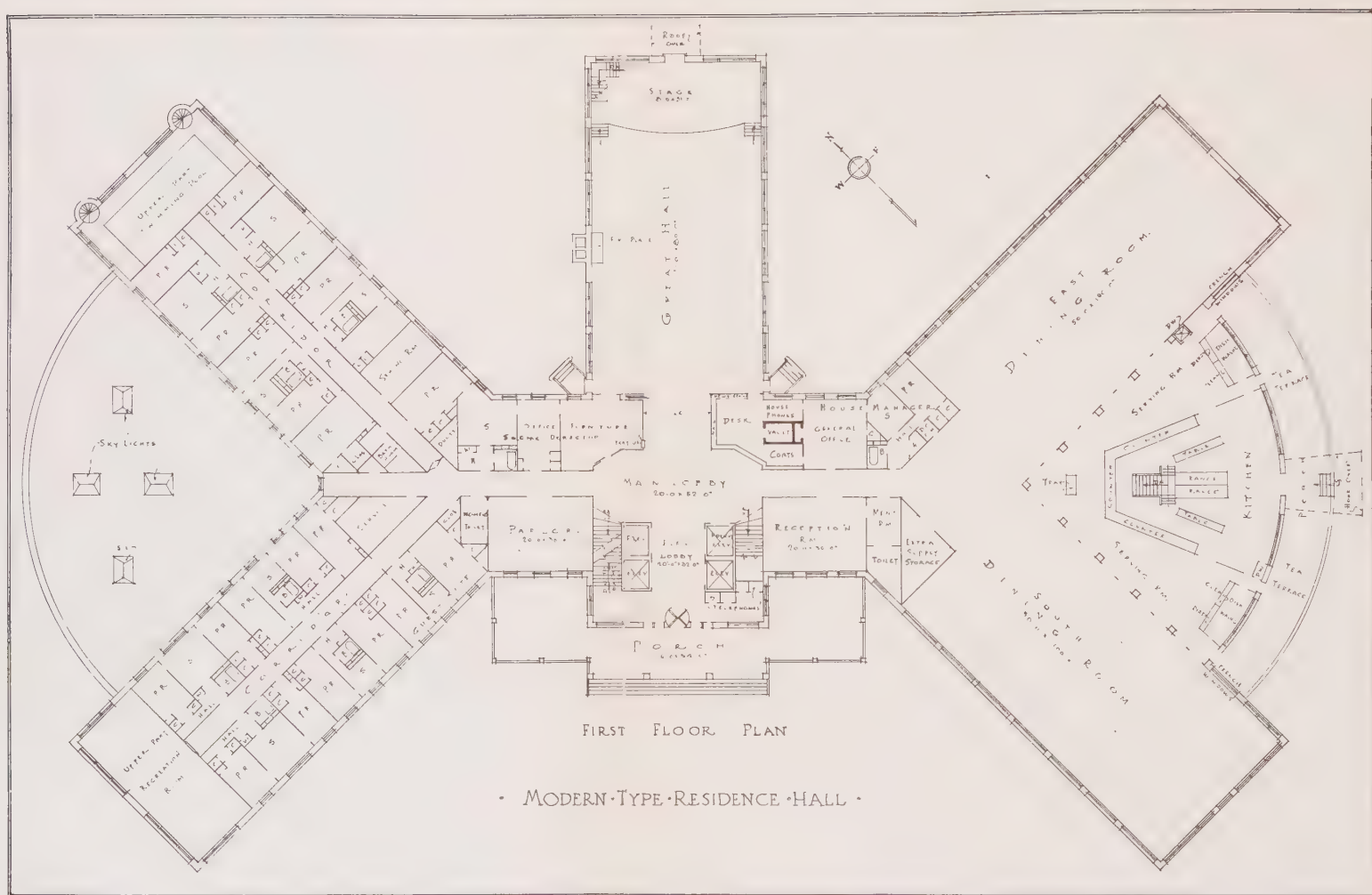


FIGURE 9

best results in this simple plan, unusual care should be taken to provide conveniences for the students' pleasure and comfort not ordinarily found in dormitories. A kitchenette is provided on each floor for the "spreads" of which girls are so fond, a sewing room for repairing clothing, and a room with conveniences for light laundry work, etc. A general house laundry should also be provided where girls may do their own laundry work or have it done by the hall, if such service is desired.

Figures 2 and 3 illustrate another simple type residence hall at Stephens Junior College, Columbia Missouri. Attention is called to the arrangement of rooms in pairs evidently designed for two occupants each and having a shared or connecting bath.

With little additional expense the suite grouping of rooms indicated on the accompanying floor plans could be used in the simple-type structure and the cost be kept low.

3. *Somewhat Specialized-Type Residence Halls.*—Aside from the expense represented by the unusual architectural features and high-priced material, the plan of the Yale Memorial Quadrangle given here illustrates how well the standards we have set for the residence halls can be carried out in the suite arrangement of students' rooms, and in structures designed to accommodate large groups.

These plans for the Yale Quadrangle provide for over 1,200 rooms, of which 130 are single rooms. Suites of two private rooms and study, three private rooms and study, and four private rooms and study with toilet are provided so that students of every type of personality should be able to secure congenial accommodations. The Quadrangle is also rich in commons or other social rooms, all of which features will go far toward accomplishing the purpose of making the residence halls so comfortable, homelike, and attractive that they will far outclass the best rooming houses in the estimation of the students. Figures 5 and 6 show

comparatively inexpensive features—gables, bay, and oriel windows, etc.—which can be added to the design of even the inexpensive residence halls to take away the institutional appearance and give them the desired air of warmth and attractiveness.

Prudence Risley Hall, Cornell University, Figure 7, illustrates the dignity and beauty given a residence hall by means of a central tower. The tower need not be for added attractiveness to the exterior only but its interior laid out in rooms or suites may be the most popular rooms and add materially to the income of the hall.

RECOMMENDED STANDARD OR MODERN-TYPE RESIDENCE HALL

These recently planned residence halls are interesting and enlightening. They are signs that the time is coming soon when at least as much attention will be given to this phase of housing as is being given to housing industrial workers. Why not? No one denies that education is the means of preserving the social inheritance that has come to us through the ages, and all agree that our hope of adding to that inheritance depends upon the kind of education given our youth. It is also a well-accepted fact that environment in combination with instruction and training determines a youth's ideals.

New Ideas Embodied in the Modern-Type Residence Halls.—There is abundant evidence that even the excellent quarters provided for in such developments as the Yale Memorial Quadrangle and other recently constructed high-class college and university dormitories will not meet the requirements a few years hence. A recent magazine article contained this statement:

Only 1 per cent of American men are college graduates, yet from this 1 per cent have come 55 per cent of our presidents, 69 per cent of the Justices of our Supreme Court, 54 per cent of our Vice-Presidents, 62 per cent of our Secretaries of State, something like 90 per cent of our ministers, and most of our

scientists, philosophers, and statesmen. So in all nations it is the highly trained men who really shape the destinies of the nations, because they point the way in which the people follow.

Young men who are developing into this type of man destined to mold and rule the world will demand and should be provided with quarters specialized to meet the needs of their student life. Edmund J. James, in his article on "College Residence Halls,"¹ says that a student needs for his work as peculiar and distinct a room and equipment as the grocery man needs for his line of work, as the iron man needs for his work, as the banker needs for his work.

Miss Agnes L. Rogers, in her article on "Psychological Tests in the Administration of Colleges of Liberal Arts for Women" quoted elsewhere says:

The correct location of the source or sources of failure with college work is essential to attaining efficiency. . . . An analysis of the causes sometimes reveals conditions of which the administration was unaware. It may be that the institution is not providing the environment favorable to study. Library, laboratory, or dormitory conditions may be found to be inimical to good work. Most administrative officers of institutions maintaining dormitories would, in all probability, be shocked if they knew how many of their so-called dull or backward students were made so by housing conditions which could be easily remedied.²

The Old and Modern-Type Residence Halls Contrasted.—From time immemorial the student's room has been modeled after the hermit's cell and the cloister. Indeed, a goodly number of educational administrative officers still hold to the doctrine that the plainer and more austere the student's room and furnishings the greater the occupant's power of concentration.

The conception in the first place was wrong, against experience, and unnatural and could never have made

¹*Journal Home Economics*, 9: 101, Mar. 1917.

²The Twenty-first Yearbook of the National Society for the Study of Education, p. 249, 1922.

headway but for the curious coincidence of early times that the students, the scholars, the searchers after truth almost without exception were poor. Their work of necessity had to be done in the plainest quarters. The world therefore associated their superior intellectual accomplishments with their plain environment and all succeeding generations have adopted the idea as proved and so, beyond question. We now know that had they been provided with the housing and equipment their work demanded the world would be centuries in advance of where it is today.

Today we have the means at hand to disprove the fallacy. We have still a few examples of the recluse, the ascetic, the monk in his cell, each perhaps contributing his bit to the common inheritance as of old; but over against these we have the men and women who are doing the real world's work in our modern well-appointed offices. The accomplishment of these captains of industry, these experts and specialists, whose day's work is performed in an environment of marked beauty and refinement, is a thousandfold greater than that of the cloistered, so-called sages.

What is more to the point—we have the results of studies made by experts of the actual accomplishment of men and women working in barren, unrestful surroundings and the accomplishment of the same individuals, or the same type of individual, transplanted into an environment which satisfies their demand for the beautiful. These results prove beyond any manner of doubt that workers, even manual workers, do more and better work under these refined conditions. Only a beginning has been made in applying the results of this study to the working conditions of people, but the movement is spreading. Great windows constitute nearly the entire exterior walls of modern industrial plants and office buildings. The interiors which were until now notoriously dark and dingy are light and airy. Walls and supporting columns are receiving special attention. Properly built and finished

in restful tints, the rooms are given stateliness, cleanliness, and at least a little beauty. Machinery and office furniture which was formerly angular and ugly is molded along lines of recognized beauty.

Beautifying the interiors has gone on hand in hand with similar attention to the setting. At first, industry confined beautifying the grounds largely to the neighborhood of the office or administrative buildings where lawns, shrubbery, and flowers superseded the wastes of bare, grimy earth. The management has seen that what produced beneficial results with their executives and office force was equally profitable for the workmen, and now it is no uncommon sight in case of our best industries to find practically all the buildings in such a setting.

Beginnings of the Modern Idea.—Always it has seemed plain to mankind that in order to produce the best spiritual results, the people must have beautiful surroundings. Churches and cathedrals have accordingly generally been made the most beautiful buildings in our communities and most artistically and beautifully finished and furnished inside. It is a mystery why educators did not earlier see the same great advantage in a beautiful, artistic environment for scholastic work, which is also essentially spiritual.

The awakening to this opportunity began some years back with the improved architecture of secondary and higher school buildings and settings, especially of the residence buildings. It went so far as to cause the interiors of the general social rooms to be finished artistically and furnished with due regard for the students' demands for refinement and beauty, but the old cloister idea persisted and still prevails with comparatively few exceptions when it comes to the students' individual rooms. These rooms are still too often little more than boxes. No general determined effort is evinced to provide them with the conveniences the workmen (the students who occupy them) would find specially help-

ful in their peculiar work. School administrators complain of the untidiness of students' rooms but fail to see that the rooms were never provided with those conveniences which any thoughtful educator knows the average student must have in order to take proper care of his belongings. Insufficient desk room without necessary bookshelves placed in proper relation to the light often accounts for the scattering of books and papers over the room. The lack of modern conveniences in closets and drawers for the care of garments is the chief reason why clothing is so often strewn about the room. Unquestionably, the persistence of the cloister idea is due largely to an impression that most young people are not lovers of order and beauty, an impression which has come from this rather universal appearance of disorder in their private rooms, where it is presumed they express their real likings. The assumption upon which school authorities then proceed is that, since students generally have no sense of order or beauty, they should be given a room and furniture so plain and substantial that they cannot damage them by the hardest usage—then let them do their worst! It is safe to say that in such an environment many a student whose orderliness and native taste might have been counted on without much encouragement to elevate them to the rank of the order-loving and refined has “done her worst” instead of her best.

Difference in Cost between the Old and Modern-Type Housing.—This arraignment of the cloister-type student room which unquestionably is responsible for a large part of the friction and difficulty in the management of residence halls should prompt the school authorities to make a determined effort to eliminate it, particularly in new housing projects. To do so requires little else than thoughtfulness and prearrangement. The expense is not enough greater to excuse the adoption of the old-model plain room and heavy, forbidding equipment. In the light of these recent devel-

opments in industry referred to above educators can no longer justify giving students inadequate, unattractive living conditions. It must not be inferred that, in order to give student rooms this air of beauty and refinement, they must be finished and furnished elaborately or expensively or unserviceably.

Those contemplating finishing and furnishing student rooms would do well to visit one of the great modern hotels where rooms and equipment are expected to stand the hardest kind of usage by all sorts of individuals and note how easy it is to create artistic, restful wall effects and provide furniture and fixtures of real beauty which are at the same time serviceable. The authorities who purchase the equipment for a large resident hall have practically the same opportunity to buy to advantage that the hotel-proprietor has and can get equally favorable reductions on well-designed, substantially built furniture. The good results of care in this matter will be far reaching, affecting not only many generations of students but reacting on living standards generally. This would amply repay the additional thought and trouble taken.

Purposes of the Modern-Type Residence Hall for Students.—The modern-type residence hall herein outlined aims to accomplish the following purposes for students:

1. To afford the students a low-cost, model home.
2. To furnish surroundings which will develop and maintain high ideals and a taste for culture and refinement.
3. To overcome the present tendency in school life to overemphasize certain pleasures and amusements and to give too little attention to others of equal or greater value.
4. To utilize every worthy social accomplishment of each student and develop his dormant social abilities.

5. To check the tendency to overstress the fraternity and sorority factor in student life and to cultivate instead the genuine spirit of democracy.
6. To provide a form of residence where adequate attention commensurate with its importance is given to physical, mental, social, and moral health maintenance and where the maximum of help is afforded to check at its inception any departure from perfect health in any of these departments.
7. To furnish surroundings for students so free from disturbing influences that they will be able to do their best scholastic work at all times.

Other Uses of the Modern-type Buildings.—It further aims to accomplish the following specific things for young people whose schooldays are over and who are obliged to be away from home in our cities in various pursuits:

1. To furnish surroundings which will similarly develop and maintain high ideals and a taste for culture and refinement during those years intermediate between school life and the establishment of a home of their own.
2. To supplement the social activities and accomplishments of school life by providing the facilities for and by carrying out a full program of social events so that in later years, all acquired attainments and dormant social abilities are developed and utilized.

It is a type of building which lends itself, therefore, to the needs of Young Men's Christian Associations, Young Women's Christian Associations, and similar organizations also devoted to raising the physical, mental, social, and moral standards of young people as well as to those of student-housing. It is also well designed

for clubs, fraternal orders, nurses, deaconesses, settlement workers, and other social and semisocial organizations needing a city home in every city and every quarter of a city for their members and as headquarters for carrying on their work.

Furthermore, in the rapidly spreading work for health maintenance in our cities, it has been specially designed to serve as the chief means by which the highest standards of physical and mental health may be demonstrated and established; and also for maintaining free or low-cost clinics which can disseminate information relative to health preservation and thus check the first tendencies towards a departure from perfect health.

GROUND AND GENERAL FEATURES OF THE MODERN-TYPE RESIDENCE HALL

Setting and General Appearance. 1. *The Grounds.*—The originator of this type of group residence is convinced that an ample setting and an inviting homelike exterior have much to do with the success of the movement for better housing. The modern-type plan should provide, therefore, that wherever the building is erected, whether on the extensive grounds of educational institutions or in the congested sections of our cities, enough ground shall be acquired to permit at least of narrow margins of lawns, shrubbery, and flowers on every side and, where possible, of real lawns and gardens with shade and ornamental trees and the other usual features of landscape gardening. Where the size of the grounds justifies it, hedges or some other attractive form of artistic enclosure with appropriate entrance columns, drives, and walks up to the building are included. A most excellent demonstration of such grounds and settings is found in the campus of Denison University, which is a comparatively recent development.

2. *The Building in General.*—The plan presupposes also that, however cheap or inexpensive the material and whatever the dimensions, a structure can be created which is distinctive and pleasing in design and which presents an inviting appearance from whatever point viewed. Where the hall is to become one of a group of educational buildings having a prevailing style of architecture, an effort ought, of course, to be made to harmonize the design of the hall with the general plan; but this ought not in any case to be permitted to interfere with the creation of an attractive, homelike character for the exterior.

Figures 5 and 6 are views of two of the facades of the Yale Quadrangle. As was stated earlier, the institutional appearance of a structure having 1,200 rooms is overcome and, by the special architectural features of the facades, the building is given the warmth and homelikeness sought in such modern halls. This effect is produced by breaking up long roof lines with chimneys, gables, and towers and the long expanses of walls and windows of the facades by inset bay and oriel windows, odd window groupings, and attractive entrances; the finishing touches are added by climbing vines, shrubs and trees. The construction contemplated in this description is fireproof, soundproof and vermin-proof throughout.

The Interior in General.—This appeal to the home-loving instincts sought in the exterior features is carried to even greater extent in the design of the interior. Figures 8 to 11 are floor plans of a proposed residence hall of this type containing 376 rooms, including studies, capable of housing comfortably nearly 600 students, two in a room. The entrances, lobbies, living rooms, parlors, and other general parts of the building are unusually large in order to take care easily of a group of the size provided for in these halls and the crowds of outsiders who will often be entertained

socially. Yet these rooms are so designed as to give a feeling of comfort and coziness. The windows throughout are fully half larger than those usually found in such buildings, thus making the interior exceptionally light, airy, and cheerful. The artificial lighting is likewise designed to contribute to the generally inviting appearance of the rooms and at the same time is so placed as to fall upon the work at exactly the right angle and intensity.

General Basement Features.—The foundations of the building are designed to extend 5 feet above grade in order that the basement space may be so light and inviting that it may be utilized for many house purposes outside the usual basement uses. The basement will include the swimming pool, spectator's room, gymnasium and indoor sports section and attendants' room, combination kitchen and serving room for the sport section, shower baths, lockers, service room and toilets, a store for the convenience of the residents of the hall, the suite for the superintendent of buildings and grounds, the receiving room, the bakery, baker's stores, properly constructed storerooms for provisions, fruits, and vegetables, a refrigerator room, carving room for meats, food preparation room, a combination kitchen, serving room, and dining room for the help, a shop, a trunk and general storage room, equipment room, laundry, the heating and refrigeration plant, fuel storage rooms, dressing rooms, and storage rooms for stage scenery and accessories. A broad, well-lighted stairway leads to the basement from the main entrance of the hall. The freight and passenger elevators also extend to the basement.

1. *The Indoor Sports Section.*—This includes the swimming pool, basketball court, and many other recreational features designed to add to the health and happiness of the students. Besides lockers, shower baths, etc., an office and supply room for the attendant are provided, making a most complete plant for recrea-

tion in inclement weather and all-round physical up-building processes.

2. *Store*.—Space is also set apart for a store with ample stockroom, in case it seems desirable, on account of the distance from the city shopping center, to have a place on the campus where stationery and other students' supplies can be secured.

General First-Floor Features.—The first floor includes the entrance lobby, the main lobby, the main staircase, the great hall, with stage. The great hall, except during entertainments, is designed to be a library-reading room and lounge. There is also a centrally located desk, with mail boxes and news stand, a parlor, reception room, general office, house telephone switchboard, vault, check room, men's retiring room, women's retiring room, culinary section, including two main dining rooms so arranged that cafeteria service may be given in one or both, and two tea terraces, kitchen and two serving rooms, also a rooming section, a serving room, a service room, and suites for the house manager, guests, and social director.

General Interior from the Main Entrance Lobby.—Upon entering one has a view of the entire lobby and great hall, a vista of 150 feet. The passenger elevators, 6 by 9 feet, on either side of this entrance give direct connection with all the floors. On the right of the main entrance are the public telephones, which extend beneath the main staircase.

In addition to the general house office, which also serves as the house manager's office, private offices for the leading members of the staff are provided as follows: mistress-of-the-hall; head of the student self-government organization, on the second floor; laundryman, in the laundry in the basement; indoor sports attendants, adjacent to that section; superintendent of buildings and grounds, in the receiving room; gardener, in the greenhouse; and space for a check room.

When the dean of women lives in the residence hall one of the rooms of her suite may be used as her office.

General Second-Floor Features.—The second floor includes the promenade, mezzanine lobby, great hall, galleries of parlor and reception room, visitors' box, music rehearsal room, two music balconies, a motion picture projection room, committee or club room, twelve suites of one, two, and three-room combinations, undergraduate government suite, one general bathroom, and a service room.

General Features of Upper Floors.—These floors are to be devoted almost exclusively to private suites and rooms, but they each include in addition an elevator lobby, to be used as commons or general study lounge, a linen room, a truck room, kitchenette, two service rooms, two serving rooms, pressing and light laundry rooms, and three general bathrooms. One floor is planned for a health department consisting of an infirmary, convalescents' balcony, diet kitchen, physician's and nurse's suite, with consultation and treatment office.

On each floor there are single rooms, two-connecting - rooms - and-bath suites, two - connecting - rooms-and-study-dressing-room-and-bath suites, and suites with two or more private rooms with bath and common study. Ten suites on each floor, two at the end of each wing, provide a common entry, bathroom, study, two private rooms, and a spacious study-sleeping balcony accommodating three or more single beds. Each balcony has closets and furnishings for permanent as well as for temporary use. These study-sleeping balconies are provided with radiators and ventilation, the same as other rooms, they are as desirable for winter as for summer use. They can be screened for summer use and double-glassed and heated for winter, making them into cheery sun parlors for study. The windows swing open fully and easily for complete out-

door conditions, night or day, summer or winter, whenever such conditions are desired.

These rooms have direct connection through a private passageway with the regular corner-suite indoor study and bath, making it unnecessary for the occupants to pass through private rooms or public corridors in coming and going. A doorway leading directly into the corridor makes it possible to have the study-sleeping balconies used for either study or sleeping purposes by those occupying other than the adjacent suite. A washbowl with running hot and cold water is located in each of the study-sleeping balconies, as indicated on the plans (Figure 11). The exteriors of these arched balconies are so designed that they do not mar the general good architectural effect of the building but rather enhance it.

An alternative arrangement of the space (Figure 11) could be made by planning a lateral corridor along the wall where the closets are placed dividing this present balcony, space in half, so that two very light, attractive rooms are provided with organized closets and all the conveniences of the other private rooms but with much more ample provision for light and air. In either arrangement there is the possibility of having practically outdoor sleeping conditions for a considerable number of girls and this should be considered in assigning these rooms, so that they are given to girls needing a constant and large amount of fresh air and sunshine. These two rooms made from the larger space would still remain a part of the two-private-room-study-and-bath suite, making a four-private-room-and-bath suite, or they could be made into two-private-room-and-connecting-bath suites as shown in the upper half of the inset.

The Tower Floors.—The tower is not one of those useless ornaments so often encountered in the architecture of public buildings. It has two living floors, 50 feet square, each providing two suites consisting of

three private rooms, study, bath, and connecting kitchenette. Each floor is intended, therefore to accommodate twelve students or faculty members. Elevators make access to them practically as easy as to any other floors.

ARRANGEMENT AND SIZE OF ROOMS

Including these tower suites the hall has nine types of room arrangement. The plan offers that ideal diversity of rooming conditions that is calculated to give every student the living quarters she most prefers or needs and where she can do her best work. This plan of diversified room arrangement is rapidly growing in favor in housing the students of our better colleges and universities. In general, the private rooms are 10 by 14 feet exclusive of the general section next to the corridor for baths, closets, built-in wardrobes, etc., and provide at least two good positions for beds and the usual complement of other furniture—dressers, tables, chairs, etc. Every room has two closets at least 3 feet by 3 feet, or the equivalent, in the clear. The studies are prevailingly 14 by 15 feet and so planned that at least two beds can, if desired, be set up in them. If it became desirable to do so, a large number of the studies and private rooms can be shut off from the other rooms of the suites and rented separately.

Special Features.—1. *Private Entrance Door for Each Private Room.*—In order to insure a minimum of disturbance for those working or entertaining company in the study of the suites, ingress to and egress from the private rooms is provided either through the common entry or by a private door into the corridor without passing through the study. Wrap closets are provided in the private entries of all suites to receive outer garments, umbrellas, athletic and sport paraphernalia, etc., which are the chief items in the list of things which usually disorder a student's room.

2. *Provision for Additional Beds.*—In case an occupant of a suite is sick and it becomes desirable to have a friend or nurse in attendance, or in case of anniversary occasions where numbers of outsiders have to be cared for, the plans for each study permit one or two extra beds to be placed in each, as stated above.

3. *Bathrooms.*—The general policy in this plan has been to have a private bath for each private room or group of rooms. With the rapid change which has taken place in recent years regarding the installation of bathrooms in ever-increasing numbers in private homes, apartment houses, and hotels occupied by or patronized by the common people as well as in those patronized by the more wealthy, the time has come when the policy above outlined should have much weight with those who assume to provide housing for students coming from these families. It has been found possible to make "perfect gems" of bathrooms in recently constructed buildings of the types above described in a space $5\frac{1}{2}$ feet by 6 feet, or 6 feet by $7\frac{1}{2}$ feet, including the "duct" section for the service pipes, ventilation, etc. This is the type of bathroom generally indicated in the plan. They are white tiled with set-in mirror cabinets, with provision for access to the service pipes, etc., without defacing the walls. They are equipped with the best fixtures and are ventilated independently of the room or suite they serve. Shower baths with separate toilet compartments are provided in many suites. In order to avoid as far as possible any necessity for delay in the use of the bathrooms, especially where several in a suite must use one bath, a fully equipped general bathroom is located on the corridor of each wing of each floor.

4. *Rooming Units.*—The experience of institutions which have tried the plan of offering the students a variety of rooming possibilities demonstrates beyond any doubt that this plan is generally superior to any plan for single rooms only. This modern-type resi-

dence hall plan provides a greater chance for choice than any heretofore devised and manages it without breaking up the building into detached divisions which make impossible some of the best features of a really homelike hall throughout.

ECONOMY IN CONSTRUCTION

While the hall as planned contains an unusual number of conveniences for the health and comfort of the students, it is compactly designed with practically no waste space and will be found to be relatively inexpensive to construct in consideration of the large rentable space afforded. If operated largely by student help, as planned, it will show a very low operating cost. No student dormitories of recent construction can compare with it in these respects.

For a detailed description of the several floors and the leading features of the modern-type residence hall above described and of the unusual benefits it affords the student residents see Appendix I.

CHAPTER XV

THE MANAGEMENT OF RESIDENCE HALLS

The number of young women needing to be housed and the type of housing employed by the institution determine generally what house-staff officers are needed and the character and number of employees required in the supervision and operation of the housing system.

It is generally understood that the dean shall be the head of the housing system for the women of the institution. In the large institutions having many housing units and a mistress-of-the-hall, head of hall, or house mother for each residence hall, next in rank and responsibility to the dean is the director of housing. If the size of the hall justifies it the mistress-of-the-hall should have as her assistant a social director. In some institutions the head of the hall or dormitory is called the social director, and in such cases she performs the duties of the mistress-of-the-hall as well as those of the social director. Her helper, if she has one, is called an assistant social director. The duties of the house manager, matron, or stewardess include the management of the culinary section and in some cases the business of keeping the house clean and in order. In case the house is small, having capacity for no more than twenty-five to thirty girls, some of these duties devolve on the mistress-of-the-hall and the matron or stewardess performs the duties of cook in addition to doing some of the other work referred to above.

THE DEAN'S PARTICIPATION IN THE MANAGEMENT

There should be the closest possible cooperation between the dean and those in direct charge of student houses. By this means the dean is in position to see that the social and other living conditions of the different houses and halls are standardized and that uniformity or discipline is maintained. To her should be referred all serious cases of insubordination or infraction of the rules which the mistress-of-the-hall or the undergraduate government organization is unable to adjust. Through her, all faculty action relative to the administration of the hall or halls should be transmitted to the director of housing, if there is one, and she, in turn, passes instructions to the mistress-of-the-hall. The dean should maintain *an advisory* relation to the employment and dismissal of the personnel of the management in the various halls.

STANDARDIZATION OF MANAGEMENT

It is well-nigh impossible to standardize the qualifications and duties of these various members of the house staff or even to say which would be considered necessary in any given house, because the size and the consequent number of students in each house vary so greatly, often because the finances are limited, and again because the different institutions differ so materially in their attitudes toward the management of residence halls.

Members of Staff in House Accommodating Fifty Students or Less.—It may be generally said that a residence hall accommodating fifty students or less and having no dining room will be amply provided with supervision and direction by having a head-of-house or mistress-of-the-hall who performs the duties of social director as well as those of her own office. In such a case her activities and qualifications will be those of both mistress-of-the-hall and social director. In case there are dining facilities in such a hall it will

need, in addition to the mistress-of-the-hall, a combination matron or stewardess and chef, whose qualifications will include those of both matron or stewardess and chef.

Members of Staff in House Accommodating More Than Fifty Students.—It may generally be said that a resident hall accommodating fifty or more students and having no dining room would be amply provided with supervision and direction by having a mistress-of-the-hall and a social director. In case there are dining facilities in such a hall it will need the additional employment of both a matron or stewardess and a chef, and, in very large halls, a house physician, nurse, baker, superintendent of buildings (and grounds where there are grounds), and superintendent of laundry (where there is a laundry.)

THE DIRECTOR OF STUDENT-HOUSING

This is a comparatively recent office made necessary in the larger institutions of higher education by the great increase of students and the consequent enlargement of the system of institution-controlled and off-campus student-housing. In some cases the title of the director is assistant dean. In some instances the work of directing the housing is entrusted to some other administrative officer, generally one in charge of all the buildings of the institution. There are very good reasons for consolidating all young women's housing under one head responsible to the dean of women in such institutions. In this book that member of the staff, for convenience, will be called the director of student-housing.

Activities of the Director of Student-Housing.—The standardized system of abbreviations and symbols adopted throughout the book is here used in its entirety, although some classifications may not seem to be needed. (For explanations see page XIV of the Preface.)

Secondary Schools	ACTIVITIES OF THE DIRECTOR OF STUDENT-HOUSING					
	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum
	H	<input type="checkbox"/>	o	O	M	1. To have charge of the housing of the students and to attend to the upkeep of the physical properties of the school devoted to student-housing, including the grounds of such houses, unless this duty devolves upon some other administrative officer.
	H	<input type="checkbox"/>	o	O	M	2. To inspect rooming houses and prepare an approved list where this form of student-housing has to be resorted to.
	H	<input type="checkbox"/>	o	O	M	3. To establish and promulgate regulations governing the matrons of approved rooming houses or other campus houses in their dealings with the young women.
	H	<input type="checkbox"/>	o	O	M	4. In case any large proportion of the girls must be quartered in approved rooming houses, influence should be brought to bear to get into the district surrounding the school as many high-class matrons as possible. Through a term of years the standards of such houses can be materially improved by a consistent pursuit of this policy.
	H	<input type="checkbox"/>	o	O	M	5. To meet occasionally with the matrons of approved rooming houses to confer with them concerning their problems and to establish a common understanding of the standards desired for the living conditions in each home.
	H	<input type="checkbox"/>	o	O	M	6. To meet for conferences with all the members of each house staff in a group and in case there are several student houses, meet each group separately or as a whole according to the particular work of each group.
	H	<input type="checkbox"/>	o	O		7. To give talks to the several house groups concerning matters which may need the special emphasis of having the director of housing present them.

H	<input type="checkbox"/>	o	O	M	8. In consultation with the dean to select and direct an efficient staff for the management of residence halls and other school buildings devoted to the housing of girls and young women. If the hall is a large one the staff should consist of the mistress-of-the-hall, house social director, physician, nurse, matron or house manager and other members, if needed.
H	<input type="checkbox"/>	o	O	M	9. To purchase all the supplies and equipment for these buildings unless this duty specifically devolves upon some other officer or assistant.
H	<input type="checkbox"/>	o	O		10. To open files for the registration of applicants, men or women, fitted to fill any of the various positions connected with the operation of student-housing.
H	<input type="checkbox"/>	o	O	M	11. To supervise the assigning of all rooms in institution-operated housing, the placing of students in all off-campus approved houses and to pass upon all changes in rooms made during the year.
H	<input type="checkbox"/>	o	O		12. In cooperation with the dean and other administrative officer or faculty committee to supervise the student life in the residence halls and in other forms of housing for the girls.
H	<input type="checkbox"/>	o	O	M	13. To make, or cause to be made by the mistress-of-the-hall or other designated official, inspections of each student room at irregular intervals, recording the conditions as to orderliness, cleanliness, and other compliance with established standards; and to keep individual records of the findings.
H	<input type="checkbox"/>	o	O	M	14. To supervise and synchronize the house social activities of the residence halls and off-campus houses, making sure that the backward and retiring girls are given the social training and pleasures they need and that the more forward, competent girls are not overburdened.
H	<input type="checkbox"/>	o	O	M	15. In cooperation with the school physician or nurse, if any, to supervise the arrangements in the various houses

						for taking care of the sick and to make provision for the necessary segregation of students suffering from contagious or infectious diseases.
H	<input type="checkbox"/>	o	O			16. To dine at stated intervals in each residence hall, if any, in order to get first hand information concerning the conditions prevailing in this department of the work.
H	<input type="checkbox"/>	o	O	M		17. To develop house undergraduate government in the larger halls and district undergraduate government for the approved rooming and other off-campus housing.
H	<input type="checkbox"/>	o	O	M		18. In cooperation with the dean or other school officers to formulate rules and regulations governing the student life of the halls and off-campus houses not entrusted to or covered by the undergraduate government.
H	<input type="checkbox"/>	o	O	M		19. Where resident faculty members are desired in the residence halls to make the necessary arrangements for the selection of specially qualified members for these positions.
H	<input type="checkbox"/>	o	O			20. To arrange, or have arranged by the mistress-of-the-hall, social director, or other duly appointed official or committee, unobjectionable daily or frequent vesper services and other religious or semireligious events for the house students and their friends.
H	<input type="checkbox"/>	o	C			21. In cooperation with the several mistresses-of-the-hall to direct and supervise the system of student assistants, if any, as they work in the various types of housing provided for the students, and to standardize the remuneration, the kinds of work assigned, the hours given, and any other matters coming under this head of student assistants in houses either institution-managed or privately operated.
H	<input type="checkbox"/>	o	O			22. To provide for the exchange of equipment among the halls in case of costumes, stage settings, decorations, and such other outfits used only occasionally in any of the halls, and to arrange for its storage when inactive.

H	<input type="checkbox"/>	o	O	23.	In cooperation with the dean or social director to note coming events in the community, such as certain conventions, national or regional, meetings of certain societies, interesting lectures, large musical or similar entertainments which would be well worth while for the young women or certain groups of them to attend, and to make arrangements in the various houses for such attendance.	
H	<input type="checkbox"/>	o	O	24.	Either personally or through experts employed for the purpose to supervise the financial affairs of the department of student-housing, keeping accurate books of accounts and performing all other duties of a fiscal nature, unless these duties devolve upon some other functionary.	
H	<input type="checkbox"/>	o	O	M	25.	To prepare forms and to organize a system of keeping and filing the numerous records incident to the management of the student-housing, selecting the type of records best adapted to the particular system of housing in operation.
H	<input type="checkbox"/>	o	O		26.	To recommend to the head of the institution, to the dean of women, or to other properly constituted authority such necessary repairs, improvements, and enlargements in the housing facilities as she may discover are needed from time to time.
H	<input type="checkbox"/>	o	O		27.	To take the initiative, if necessary, in starting a movement for securing funds for the erection and equipment of enough modern residence halls to accommodate all girl students.

MINIMUM QUALIFICATIONS OF DIRECTOR OF STUDENT-HOUSING

1. Age: 30 years or older.

2. Education:

Complete college course or its equivalent.

Special courses or their equivalents:

Psychology

Sociology

Economics

Civics

} one-year course in each, having
 } special bearing on student manage-
 } ment problems.

Health maintenance

Business course.

Present-day educational ideals and achievements.

3. Experience:

Two years' apprenticeship in some form of educational administrative work giving an opportunity to learn the general field of school administration.

One year as mistress-of-the-hall or its equivalent.

4. Personal appearance, voice and health:

Carriage erect and free.

Manners unexceptionable.

Hair, teeth, face, and nails properly kept.

Dress becoming, attractive, modern, not freakish, not conspicuous.

Voice pleasing, well modulated.

Health good (rated B or higher).

5. Mental traits: At least above the average of—

Alertness, attention, accuracy, and quickness of observation.

Activity and industry.

Affability and courtesy.

Broadmindedness.

Business, executive, and financial ability.

Carefulness.

Cleanliness and neatness.

Concentration.

Conscientiousness.

Conservatism, discretion, and practicality.

Cooperation, adjustability, and helpfulness.

Dependableness, punctuality, and reliability.

Determination.

Diligence.

Economy and thrift.

Fairness and impartiality.

Foresight.

Honesty, trustworthiness, and truthfulness.

Intelligence.

Judgment.

Keeness.
Loyalty.
Memory.
Moderation and self-control.
Orderliness.
Patience and perseverance.
Progressiveness.
Reason.
Resourcefulness.
Skill.
Sympathy.
Tact.
Teachableness.

QUALIFICATIONS NOT INCLUDED IN "MINIMUM" LIST

6. Further education:

Special courses or their equivalents:

Student-housing.

Business management.

7. Further experience or its equivalent:

One year in commercial business involving buying.

One year in charge of a residence hall.

One year as dean having charge of student-housing.

MISTRESS-OF-THE-HALL, HOUSE MOTHER, OR HEAD
OF HOUSE

There are many gifted women of the sort needed for directing the life in residence halls who would gladly serve an institution in this capacity provided proper quarters in the residence halls were furnished for their comfort and the conservation of their special interests. To this end it would seem desirable to plan the living quarters for the mistress-of-the-hall with this idea in mind as well as that living quarters of the right kind will aid her in the supervision and direction of the lives of the students in the hall. Both her life as an individual and as an administrative officer should be as

free from unrestful friction as possible. She should have a suite of rooms arranged for her, containing, at least a sitting room, bedroom, bath, and office. A serious question arises concerning the advisability of making her office a part of her suite. Excellent arguments can be given both for and against it. The possibility of having unlimited calls on her time, as might happen if the office formed a part of her suite, is perhaps sufficient reason for its being located elsewhere. In case there is provision for guest rooms in the hall for parents, friends of the students, or other guests, these might be connected with her suite or be adjacent to it, thus making it possible for her to use one or more of these rooms should that become desirable or necessary. There are many college-bred women of culture and ability who have been left, through the death of their husbands or other untoward events, with one or more children to support, who would make admirable house mistresses and would gladly fill such office could they have such quarters as have been described, where a certain degree of separateness, privacy, and dignity is assured. In short, the quarters of the mistress-of-the-hall should be so planned that all requirements are met which will induce these choice women, who could most worthily fill these important offices, to serve in this capacity.

Sometimes this position is filled by some member of the faculty having the needed qualifications and not overburdened with teaching. In some cases there is no head of the hall, the responsibility for maintaining orderly conditions and attending to the students' wants being divided among several faculty members residing in the hall; but this plan, though perhaps less expensive, is not advised.

Activities of the Mistress-of-the-Hall or House Mother.—The standardized system of abbreviations and symbols adopted throughout the handbook is here used. (For explanation see page XIV of the Preface.)

							ACTIVITIES OF THE MISTRESS-OF-THE-HALL OR HOUSE MOTHER (These apply to secondary schools when- ever there are boarding departments)
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	1. To supervise the arrangements for the welfare of the girls or young women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	2. Personally, or through student co-operation, to maintain order and decorum in the hall. She should be <i>ex officio</i> a member of the undergraduate student government organization of the house and of the institution, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To act as hostess and preside at meals and all social functions or arrange for someone to preside.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. In cooperation with the dean of women and with the director of student housing, if any, to select, train and supervise the subordinate help of the hall, coordinate the various departments, and have general supervision of the finances, in case there is no director of student-housing or other officer in charge of the financing.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. In cooperation with the dean of women or director of student-housing, if any, to prepare a system for making and keeping the necessary records of the hall.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. To take the place of the mother in advising and directing the girls and young women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. To keep an accurate record of all applications for and assignments of rooms and midterm or other changes and report the same to the dean of women or to the director of student-housing, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	8. To make and file promptly with the dean of women or director of student-housing, if any, a correct roll of student members in the house and any later changes.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To keep an accurate registration of social events both of the individual members of the house and of the house in general and file the records with the director of student-housing or social director, if any, or with the dean of women, as desired.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	10. Either personally, or in cooperation with the dean of women and the social director, if any, to carry out a full program of unobjectionable, inspiring, satisfying social events for the house-students and their friends.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	11. To see that the social program is so arranged and conducted that the backward, retiring girls are given the social training they need, and that the more forward, competent girls are not overburdened.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	12. To care for the comfort and pleasure of guests of the house students, regularly invited or entertained.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	13. To make or have made daily or frequent unexpected inspection of each room and record its condition as to orderliness, cleanliness, and other compliance with established standardized conditions and to report to the director of student-housing, if any, or to the dean of women any cases requiring her attention.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14. To grant special privilege permits authorized by the dean of women and keep and file with the dean duplicates of accurate records of the same as desired.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	15. To supervise the development and management of the undergraduate house government organization, if any, and do everything possible to insure its successful operation.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	16. In cooperation with the dean of women, the director of housing, and the house undergraduate student government organization, if any, to formulate and put in operation all necessary rules and regulations for the guidance of the house students and the orderly conduct of the social life of the house.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	17. Either personally or in cooperation with the director of student-housing and the social director, if any, to provide unobjectionable vesper service and other religious or semireligious events for the house students and their friends.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18. To supervise the care of the lawns, gardens, and grounds generally, where this duty does not devolve upon some other functionary.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	19. Personally or in cooperation with the dean of women and the social director, if any, to arrange for chaperonage of the girls at house affairs or at off-campus social activities, individually or collectively, where men are included or are to be encountered.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	20. To arrange for introductions to the young men who regularly or occasionally call on any of the house girls, helping them to enjoy the company of the young men who are clean and fine and warning the girls against those that seem rude and common, and advising the young men, where there is need, in order to make their relation to the girls mutually satisfactory and helpful.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	21. To teach the girls the best use of leisure by suggesting and planning worthwhile outdoor and indoor activities and amusements.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	22. To teach the girls proper behavior everywhere.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		23. To develop the girls' powers of self-expression in extracurricular activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		24. To develop the girls' qualities of leadership.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	25. To teach the girls democracy, tolerance, and avoidance of snobbishness and the "clique" spirit.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	26. To teach the girls how to work in harmony among themselves and with the teachers and administrative officers of the school.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	27. To advise regarding the relations of girls to teachers where friction or other trouble has arisen.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		28. To teach the girls the care of hair, teeth, nails and skin in cooperation with the school or house physician and nurse, if any, and warn them regarding the wrong use of cosmetics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		29. To teach the girls how to dress becomingly.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		30. To teach the girls correct postures in sitting, standing, walking, etc., personally or in cooperation with the physical director, school physician, or medical adviser, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		31. To help the girls to develop pleasing voices and best powers of conversation.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	32. In cooperation with the school physician and nurse, if any, to supervise the health of the house girls and to report all cases of illness immediately to the dean, to the physician, or to the nurse, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	33. To maintain such conditions in the hall that all hygienic observances may be constantly practiced and the girls kept well and happy.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	34. To have general oversight of the culinary section to insure hygienic conditions in the preparation of all foods.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	35. Where there is no school (or house) physician or medical adviser, to issue to the matron diet instruction in all cases requiring special diet and meals-in-room permits where they are necessary.

MINIMUM QUALIFICATIONS OF MISTRESS-OF-THE-HALL

1. Age: Near enough that of the young women to insure sympathetic and helpful cooperation with them in dealing with their problems.
2. Education:

Complete college course, or its equivalent.

Special courses, or their equivalents:

Sociology }
 Psychology } one-year course having special bearing on
 Economics } student management problems.
 Civics }
 Health maintenance, one year.

3. Experience:

One year in charge of a rooming house for girls or
 young women, or its equivalent.
 One year of work as social director or its equivalent.
 One year of business experience or its equivalent.

4. Personal appearance, manners, voice, and health:

Carriage erect, dignified and free.
 Manners unexceptionable.
 Hair, face, and nails scrupulously well kept.
 Dress becoming, attractive, modern, not freakish, not
 conspicuous.
 Voice pleasing, well modulated.
 Good health.
 Habits of the best.

5. Mental traits: At least above the average of—

Accuracy, alertness, and carefulness.
 Activity and industry.
 Affability, cordiality, courtesy, kindness, and sociability.
 Attention, diligence, and quickness of observation.
 Broad-mindedness and generous interest in and exper-
 ience with life.
 Business and executive ability, management, and lead-
 ership.
 Cheerfulness and humor.
 Cleanliness and neatness.
 Conscientiousness, dependableness, and highminded-
 ness.
 Conservatism.
 Cooperation, adjustability, and helpfulness.
 Culture and dignity.
 Discretion and moderation.
 Domesticity, mothering instinct, love, and sympathy.
 Earnestness.
 Economy.
 Enthusiasm and inspiration.
 Equitableness and fairness.
 Foresight.
 Honesty.

Hopefulness.
Impartiality.
Intuitiveness.
Judgment in dealing with people, especially young people.
Loyalty.
Magnanimity.
Memory.
Modesty.
Orderliness.
Patience.
Punctuality and regularity.
Perseverance.
Reasonableness.
Religiousness.
Reliability.
Reserve.
Responsiveness.
Sagacity and tact.
Self-control.
Sense of social values.
Wisdom in outlining plans and methods of administration.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

6. Further education:

Special courses or their equivalents:

Domestic science, one year.

Vocational guidance, one year.

Present-day educational ideals and accomplishments.

7. Further experience:

Teaching, one year.

School administrative work, one year.

Broad social contacts through community activities or its equivalent.

One year of travel and observation of student-housing.

HOUSE MANAGER, MATRON, OR STEWARDESS

The right sort of house manager, matron, or stewardess with the necessary personal qualities to make her acceptable to the students and at the same time with the all-important qualification of being a good, experienced housekeeper is hard to find. She will generally require a suite of at least three or four rooms

and an office, for she will more often than otherwise have members of her family who must be provided for.

The matron's suite is best situated in proximity to the kitchen and dining rooms. If her suite is on the ground floor it may well have a separate outside entrance with porch.

Activities of Matron or Stewardess.—The system of standardized abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

							ACTIVITIES OF HOUSE MANAGER, MATRON, OR STEWARDESS
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	□	□	o	O	M	1. To make all purchases of food supplies unless this is a part of the duties of the director of student-housing or other officer of the institution.
S	H	□	□	o	O	M	2. In consultation with the dean of women and the mistress-of-the-hall, if any, to employ and supervise all kitchen, dining room, chamber, laundry, and other help for the hall unless this is a part of the duties of the director of student-housing or other officer of the institution.
S	H	□	□	o	O	M	3. To care for the comfort and general welfare of the students.
S	H	□	□	o	O		4. Where there is no nurse, to see that the sick are properly cared for and that proper food is furnished them.
S	H	□	□	o	O	M	5. To cooperate with the mistress-of-the-hall, the social director, if any, and the students in making arrangements for social and other affairs in the hall.
S	H	□	□	o	O	M	6. In halls accommodating twenty-five students or less, to prepare and cook, as well as purchase, the food, for all meals.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. In halls accommodating twenty-five students or more, to supervise the making of the menus and the cooking and serving of the meals and the other processes and work of the culinary section.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	8. Either personally or in cooperation with the superintendent of buildings and grounds, if any, to supervise the receiving, checking, inventorying, and proper storing and safeguarding of all meats, vegetables, fruits, provisions, and other supplies for the culinary section.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To provide for the care, repair, and replenishment of the utensils, dishes, linen, furnishings, and other equipment of the culinary section.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. To supervise the care of the quarters for the male help where they are housed in the main building or other building on the grounds.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. To keep accurate books of accounts, including receipts and disbursements, and make prompt accountings for funds in her hands to the dean of women, director of student-housing, mistress-of-the-hall, or other superior officer or custodian of funds entitled to such accountings.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	12. Where the work of cleaning and caring for the rooms, corridors and general rooms does not devolve upon the students themselves or upon the janitor or superintendent of buildings and grounds or similar functionary, the matron or stewardess should supervise this work.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. Where the house provides no special sewing, pressing and laundering rooms with assistants in charge the matron should make provision for furnishing these facilities to the house students who desire to do their own repairing, altering, pressing, and laundering.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14. To supervise the periodical, thorough cleaning of the building where this duty does not devolve upon some other functionary.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	15. To attend to the collection, forwarding, and return of the general house laundry, as well as that for the house students and members of the house staff when other provision is not made for this service.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		16. Where the culinary section is operated in conjunction with the household arts department of the institution, to co-operate with the head of the department in planning the practice work and lend every assistance to the students of the department assigned to duty in the kitchen, bakery, dining room, etc.

MINIMUM QUALIFICATIONS OF MATRON, HOUSE MANAGER
OR STEWARDESS

1. Age: 30 to 60.
2. Education:
 - A complete secondary school course.
 - Special courses, or their equivalents:
 - Household economics, one year.
3. Experience:
 - Successful career as housekeeper in refined home, several years.
 - Management of girls' boarding house, one year or its' equivalent.
 - Familiarity with arrangements for social events on a large scale.
 - Familiarity with the preparation of menus, particularly to insure economy.
4. Mental traits: At least an average of—
 - Accuracy, alertness, attention, and quickness of observation.
 - Activity and industry.
 - Affability, cordiality, courtesy, and kindness.
 - Broad-mindedness.
 - Business ability and management.
 - Carefulness.
 - Cheerfulness.
 - Cleanliness and neatness.
 - Conscientiousness, dependableness, faithfulness, and thoroughness.
 - Cooperation, adaptability, and helpfulness.

Domesticity, mothering instinct, love, and sympathy.
Economy and thrift.
Foresight.
Honesty.
Hopefulness.
Intelligence.
Judgment.
Memory.
Moderation.
Orderliness.
Patience and perseverance.
Practicability.
Punctuality.
Regularity.
Reliability.
Responsiveness.
Resourcefulness.
Skill.
Tact.
Teachableness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

5. Further education:

A complete college course or its equivalent.

Special courses or their equivalents:

Business course.

Dietetics.

Invalid cookery.

6. Further experience:

Business experience involving work of purchasing household equipment and supplies.

First aid in case of sudden sickness or accident.

THE CHEF

In the smaller residence halls the chef is also chief baker, but in the modern-type residence hall and similar houses so planned and organized that they can accommodate several hundred students, a separate and specially qualified baker should also be employed. A decided trend towards these institution-operated houses would be created and a corresponding advantage to student living effected if highly qualified chefs were

employed and superior foods served at all these houses at approximate cost. It would seem to be a very wise course for every large institution to bring this about as soon as practicable, and for the smaller ones to supervise this department carefully to insure the well-cooked and nourishing food so necessary to the well-being of the students.

To secure chefs of this superior type it may be found necessary, or at least advisable, to furnish them living quarters, as is done for the mistress-of-the-hall, the house manager, matron, the superintendent of buildings, and other members of the house staff. Better talent at lower wages and with more permanency in tenure of office can thus be secured and at the same time the regularity and efficiency of service be made more certain. By keeping this in mind in planning future residence halls, quarters can probably be provided for the chef at comparatively slight expense and so placed in the building as to be entirely unobjectionable in case the incumbent is a man.

Activities of the Chef.—The system of standardized abbreviations and symbols adopted throughout the book is used here. (For explanation see page XIV of the Preface.)

ACTIVITIES OF THE CHEF							
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	□	□	o	O	M	1. To do all baking for the hall as ordered unless a separate baker is provided.
S	H	□	□	o	O	M	2. To prepare and cook all food stuffs properly for all meals according to the menu for the day, ready to be served promptly on time.
S	H	□	□	o	O		3. To prepare extra meals as ordered.
S	H	□	□	o	O		4. To prepare meals for the sick at any time as needed.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		5. To wash and put away all dishes and kitchen utensils, or to supervise this work.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. To keep all parts of the kitchen scrupulously clean and the entire equipment in best of order and condition.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. To practice the strictest economy in the preservation and use of supplies and left-overs.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	8. To supervise the work of all kitchen assistants, if any, and treat them with kindness and consideration.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To prepare the daily menus where this is not done by the house manager.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	10. To employ and train the kitchen help where this is not done by the house manager or other functionary.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. To can and preserve fruits, berries, vegetables, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		12. Where the culinary department is operated in conjunction with the household arts department of the institution to lend every assistance to students of the department doing duty in the kitchen and bakery.

MINIMUM QUALIFICATIONS OF THE CHEF

1. Age: 30 to 60.
2. Education:
 - Common school or its equivalent.
 - Special courses or their equivalents:
 - Household economics, one year.
3. Experience:
 - Apprenticeship under a successful cook in home or elsewhere, two years.
 - As cook for a large number of persons, one year or its equivalent.
 - Familiarity with modern ranges and all cooking and kitchen devices.
4. Mental traits: At least an average of—
 - Accuracy.
 - Alertness.

Attention.
Carefulness.
Cleanliness.
Cooperation and adjustability.
Diligence.
Economy.
Faithfulness.
Foresight.
Good nature.
Honesty.
Imitateness.
Intelligence.
Judgment.
Memory.
Neatness.
Obedience.
Orderliness.
Originality and interest in trying out new ideas.
Patience.
Practicality.
Punctuality.
Quickness of observation.
Receptivity.
Reliability.
Skill.
Tact.
Willingness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

5. Further education:
 - A complete secondary school or its equivalent.
 - Special courses or their equivalents:
 - Second year of household economics.
 - Dietetics, one year.
6. Further experience:
 - Preparation of dishes for the sick (invalid cookery).
 - Preparation of meals for large numbers at special events.
 - Making French and other fancy pastry and confections.

SUPERINTENDENT OF BUILDINGS AND GROUNDS

In the smaller residence halls the janitor will perform the duties of the superintendent, which in such

buildings are simple and well known. In the larger buildings, however, and especially in the modern-type residence hall described herein, his activities are very highly specialized, requiring quick intelligence and rather exact knowledge of several related trades, including carpentry, cabinet making, plumbing, gas and electric fitting, and other mechanical trades not usually demanded in the ordinary janitor. It transpires, therefore, that in order to get the services of such a man, rather special inducements must be offered. As with the other members of the house staff so with the superintendent of buildings and grounds, one of the best means of securing the right sort of incumbent, at a moderate compensation, is to provide an attractive suite either in the main building or in some building on the grounds large enough for him and his family, as most such men are heads of families.

Activities of Superintendent of Buildings and Grounds.—The system of standardized abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	ACTIVITIES OF SUPERINTENDENT OF BUILDINGS AND GROUNDS
S	H	□	□	o	O	M	1. To have personal charge of or supervision of: The lighting plant. The heating plant. The refrigeration plant. The lighting and power plant, if any, including elevators and lifts, pumps, ventilators, dumbwaiters, house machines and devices.
S	H	□	□	o	O		2. To manage the shop, employ the necessary assistants and be responsible for the general repairs of buildings, fixtures, equipment, furniture, etc.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To care for, or supervise the care of the lawns, gardens, flowers, shrubs trees, and other features of the grounds.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. To receive all incoming baggage of members of the house staff and students and deliver the same to their rooms and to carry out and dispatch all outgoing baggage.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		5. To provide safe storage for the inactive baggage of the members of the house staff and the students with easy access to the same.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. To dispose of all ashes, garbage, and other refuse.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. Daily or frequently to clean (or supervise the cleaning of) the corridors, staircases, general rooms, and, where the general house arrangements require it, the private rooms of the house students and guests unless these duties devolve upon some other member of the house staff.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. To receive all fuel, ice, laundry, packages, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. To receive, list, and store away properly all milk, meats, fruits, vegetables, and other provisions and supplies for the culinary section and furnish the matron daily or frequently upon request an exact inventory of these supplies.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. To store safely all inactive business books, papers, files, etc., of the house staff, back numbers of periodicals, inactive books of the library, inactive sport paraphernalia and other properties of the various student clubs, societies, etc., and private property of house students and inactive furniture of the house.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. Where hand trucks are used in the various house processes and work, to keep them in repair and adjustment, and distributed as needed.

MINIMUM QUALIFICATIONS OF THE SUPERINTENDENT OF
BUILDINGS AND GROUNDS

1. Age: 25 to 60 years.

2. Education:

Complete common school or its equivalent.

Special courses or their equivalents.

Mechanical engineering, one year.

Business course, one year.

3. Experience:

Janitor work, including the care of furnace and grounds,
one year.

Sufficient work as carpenter, cabinet maker, electrical
work, gas fitter, plumber and general handy man
to be able to do high-class repair and adjustment
work in any of these lines and to supervise the work
of workmen in them.

The care of meats, fruits, vegetables, provisions and
supplies, one year.

General business, including keeping of accurate ac-
counts and stock inventorying.

4. Mental traits: At least up to the average of—

Accuracy.

Activity, diligence, and industry.

Alertness, caution, and vigilance.

Attention.

Business ability.

Carefulness.

Cleanliness and neatness.

Cooperation, adjustability, and helpfulness.

Courtesy.

Dependableness, faithfulness, and reliability.

Dexterity, mechanical ability and skill.

Discretion and tact.

Economy.

Efficiency.

Foresight.

Good nature and kindness.

Honesty and trustworthiness.

Inventiveness, originality, and resourcefulness.

Judgment.

Keeness.

Loyalty.

Management.
Memory and receptivity.
Method, orderliness, and system.
Obedience.
Observation.
Patience and perseverance.
Punctuality and regularity.
Quickness in mental processes.
Teachableness and tractability.
Thoroughness.
Truthfulness.
Willingness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

5. Further education:

Complete secondary school education or its equivalent.
Special courses or the equivalents:
Electrical engineering, one year.
Sanitary engineering, one year.
Psychology, one year course having special bearing on student management.
Sociology, one-year course having special bearing on student management.
Present-day educational ideals and accomplishments.

6. Further experience:

Employment in some capacity in the business part of school administration, one year.
Horticulture and floriculture with special reference to the care of lawns and gardens, one year.
Produce business, including the proper storing of fruits and vegetables.

SUPERINTENDENT OF LAUNDRY

There are very sufficient reasons for not installing noisy or vibration-producing machinery in any part of residence halls. A laundry in such a building would be objectionable on this account. The large volume of somewhat ill-scented vapor discharged is another objectionable feature in living quarters. Considering these reasons as controlling, many institutions whose students would profit largely by a low-cost laundry have failed to provide one, whereas by judicious fore-

thought the difficulties might have been gotten around and the service provided. There was a time when the cost of equipping a laundry for doing the full work of a large institution was prohibitive, but modern improvements have so far reduced the cost of the necessary machinery that the matter of expense no longer stands in the way in most cases. The fact that a conveniently situated, well-equipped laundry furnishes considerable desirable work for self-supporting students and makes it possible for the institution to permit other frugal students to do their own laundry work, at the same time that it reduces the expense to those students who pay for having their laundering done, amply justifies the institution in operating its own laundry if a properly situated building can be provided for it. The advantages in favor of a house laundry may justify providing one in the basement of the building in spite of these objections if there is no other location practical. Where self-supporting student-assistants are plentiful the only paid outsider necessary is a thoroughly trained superintendent, who may be a man or woman, and such is generally not hard to find.

Activities of the Superintendent of Laundry.—The system of standardized abbreviations and symbols adopted throughout the book is used here. For explanation see page XIV of the Preface.

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	ACTIVITIES OF THE SUPERINTENDENT OF LAUNDRY
S	H		□	o	O	M	1. To keep the machines in proper working order.
S	H		□	o	O	M	2. To keep the quarters occupied by the laundry scrupulously clean, light, and wholesome.

S	H	<input type="checkbox"/>	o	O	M	3. So to supervise the ventilation that the air in the workroom is always pure and at a comfortable temperature for the workers.
S	H	<input type="checkbox"/>	o	O		4. To supervise the collection and return of laundry work.
S	H	<input type="checkbox"/>	o	O	M	5. To keep accurate accounts of all work done and attend to the collections for work unless this is done by some other functionary.
S	H	<input type="checkbox"/>	o	O	M	6. To employ and supervise all help required to do the laundering properly. Where student assistants are employed the work is to be apportioned equally and to be made as light as possible by the use of hand trucks and other modern labor-saving devices.
S	H	<input type="checkbox"/>	o	O	M	7. Where deemed safe and advisable, to assign the use of the machines to students doing their own laundering at hours that do not conflict with their school assignments and to assist them in every way in their laundering.
S	H	<input type="checkbox"/>	o	O		8. To cooperate with the household arts department of the school in planning the best methods of utilizing the laundry as a practice school for students of that department, where such a plan is being carried out.
S	H	<input type="checkbox"/>	o	O		9. To make the laundry practice of these students as pleasant and profitable as possible.

MINIMUM QUALIFICATIONS OF THE SUPERINTENDENT OF LAUNDRY

1. Age: 18 to 60 years.
2. Education:
Grammar school or its equivalent.
3. Experience:
At least one year in some well-equipped, well-conducted laundry.
4. Mental traits: At least an average of—
Accuracy.
Activity, diligence, and industry.
Alertness, caution, and vigilance.

Business ability.
Carefulness.
Cleanliness and neatness.
Cooperation, adjustability, and helpfulness.
Courtesy.
Dependableness, faithfulness, and reliability.
Dexterity and skill.
Economy.
Good nature and kindness.
Honesty.
Judgment.
Loyalty.
Management.
Mechanical ability.
Memory and receptivity.
Method, orderliness, and system.
Obedience.
Patience.
Punctuality and regularity.
Quickness in mental processes, in movement, in observation.
Sympathy.
Thoroughness.
Truthfulness.
Willingness.

QUALIFICATIONS NOT INCLUDED IN THE MINIMUM LIST

5. Further education:

Complete secondary school or its equivalent.

6. Further experience:

Assistant manager of some well-equipped, well-conducted laundry.

Manager of student laundry office or business.

STUDENT COOPERATION IN THE MANAGEMENT THROUGH A HOUSE ORGANIZATION

It has been found that regulations which originate within the student body receive much more ready and thorough following than those which the administrative officers devise. This is true even if the regulations in each case are identical. Hence, in any residence hall it is a wise policy to secure some form of student organization to help in framing the house

rules. These should not be overburdened with detail. It is better to strive for a house spirit which makes itself felt through the influence of the carefully and wisely chosen student leaders. In one of the best-known colleges one of the women's dormitories has the following statement of the object of its house association:

The object of this association shall be to regulate all matters pertaining to the residence life of its members which do not exclusively fall under the jurisdiction of the directors of the residence hall, to further in every way the spirit of unity among the residents of.....Hall, to increase their sense of responsibility toward each other, and to be a medium by which the social standards of the dormitory can be made and kept high.¹

Dr. Hughes, of Ripon College, in speaking of certain factors in the dormitory problem says that there should be tact in treating students as if they were possessed of adult judgment, but always remembering they often act as immature, untrained youth; and Dr. Talbot, of the University of Chicago, in speaking on this phase of student life, says, "not student government but cooperation, mutual understanding, sympathy, generosity, and thoughtfulness," which seems to mean that the best kind of lawmaking for residence halls is that which results from unconsciously striving to live so successfully together that the good of all is attained by each recognizing her responsibilities in the process of securing general comfort and well-being.

It is in part by the adoption of this sort of effective management that it is believed these large-group halls can be operated so that the student life in them will be as delightful, free, and salutary as in cottage or other small-group houses. Few of these modern halls will require all of the members of the staff here described or all of the student assistants enumerated in the next chapter, but the full complement is given to make the choice of help easy in every case.

¹Whittier Hall, Teachers College, Columbia University.

CHAPTER XVI

POSITIONS IN THE MANAGEMENT AND OPERATION OF THE HALL OPEN TO SELF- SUPPORTING STUDENTS

THE NEEDS OF SELF-SUPPORTING STUDENTS

For a long time it has been increasingly difficult to secure desirable positions in our college communities for the young people who need to work for a part or all of their expenses. The work offered does not always lend itself to the needs of students, and it is next to impossible for these fine, right-minded young people to do what is expected of them by their employers and at the same time maintain high standards of scholastic attainment and physical, mental, and moral soundness. While we may seriously urge the undesirability of permitting students to carry the double load of earning their living and of meeting the requirements of the curriculum, still it has to be confessed that many of the best students are found in this group whose success during the college course and later attainments after graduation demonstrate what a mistake it would have been to bar them from the opportunity to earn the diploma of the secondary school or the degree of the higher educational institution. One of the very definite objects in planning the modern-type residence hall is that better conditions may be made for these self-supporting students. If educational institutions quite generally can secure sufficient funds to erect this type of residence hall, it is quite certain that the living conditions for the students assisting in the management and operation will be very nearly ideal.

POSITIONS OPEN TO STUDENT ASSISTANTS

It is conceivable that a large amount of the work of a hall of the size here described, equipped with the modern conveniences for doing all the various forms of work and carrying on a full program of social, recreational and health activities will need practically a hundred student assistants. The following list indicates the activities, number employed in each classification, approximate daily hours of service, number of days employed each week, and compensation of the various positions in the hall open to students:

Assistant to each resident faculty member:

1. Stenographer and private secretary: (a) To take dictation and transcribe; (b) to have charge of the files; (c) to receive students applying for help on their lessons and other callers.

Daily service, indeterminate, seven days per week.

Compensation, room in suite of the resident faculty member or elsewhere, probably with another student.

Assistants to the mistress-of-the-hall:

1. Two general assistants: (a) To inspect every student room and suite daily or frequently and fill out the score card (no student to be permitted to live in the hall who is careless or untidy or whose room is frequently in disorder); (b) to do such other duties as are assigned to them.

Daily service, indeterminate, seven days per week.

Compensation, room with another.

2. Six desk attendants, six shifts: (a) To give information; (b) to receive and deliver mail and parcels; (c) to check visitors' wraps; (d) to have general oversight of the entrances, lobby, etc.

Daily service, each three hours with some time during hours of service for study, seven days per week.

Compensation, room with another.

3. Two stenographers: (a) To attend to the correspondence, etc.

Daily service, three hours, six days per week.

Compensation, room with another in the suite of mistress-of-the-hall or matron, if desired, or elsewhere.

4. Three bookkeepers: (a) Keep all books of account of the house staff as directed by the auditor; (b) to make all financial reports required by the members of the house staff and the auditor.

Daily service, two hours with extras, six days per week.
Compensation, room with another.

5. Five great hall attendants, five shifts: (a) To keep the furniture, books, periodicals, etc., in order; (b) to attend to the heat, light, and ventilation of great hall; (c) to assist in maintaining order.

Daily service, each three hours with time for study, six days per week.

Compensation, room with another.

6. Nine elevator attendants, six shifts: (a) To operate the passenger elevators; (b) to keep the furniture, etc., in the lobbies, parlors, reception room, etc., in order and to assist in maintaining order.

Daily service, each three hours with extras, with time for study, seven days per week. Except at the class and other rush periods only one at a time need be on duty.

Compensation, room with another.

7. Four sewing room attendants, two shifts (preferably students in the dressmaking section of the household arts department of the institution, if any): (a) To keep the two sewing rooms in order (only one room to be open except during busy hours); to assign hours for the use of the various machines; (c) to assist students in their efforts to do excellent work in their sewing, pressing, and light laundering and millinery; (d) to have charge of the stocks of fabrics, trimmings, millinery goods for repairs, alterations, etc., and dispose of them to the students as directed by the mistress-of-the-hall; (e) to assist the social director in making and adapting costumes, decorations, etc., for use in carrying out the social program; (f) to maintain order in the sewing rooms.

Daily service, each three hours with extras, with time for study.

Compensation, room with another and additional income from valet service for members of the house staff and for students where the work is such that they cannot do it properly themselves.

8. Four telephone operators, four shifts: (a) To attend the house switchboard; (b) to announce callers over the telephone (early and late calls to be attended to by desk attendant).

Daily service, each three hours with extras, with time for study, seven days per week.

Compensation, room with another.

9. Three swimming pool attendants, three shifts (preferably expert swimmers): (a) To have charge of the swimming pool and its light, heat, ventilation, and water supply; (b) to issue permits for its use and the shower baths when authorized by the mistress-of-the-hall; (c) to assign lockers to the authorized users of the pool; (d) to care for the waterwings, balls, floats, and other paraphernalia for swimming and water sports; (e) to attend to the despatching and returning of the bathing suits for laundering and the delivering of same when needed; (f) to give simple instructions in swimming and water sports; (g) to assist the social director and the physical director in preparing for water sports.

Daily service, each three hours, with extras, with time for study, six days per week.

Compensation, room with another.

10. Three gymnasium and indoor sports attendants, three shifts (preferably expert gymnasts): (a) To have charge of the gymnasium and indoor sports section and their light, heat, and ventilation; (b) to issue permits for their use and for the shower baths when authorized by the mistress-of-the-hall; (c) to assign lockers to the authorized users of the section; (d) to care for the apparatus and sports paraphernalia; (e) to give simple instruction for physical exercise and indoor sports; (f) to assist the social director and physical director in preparing for gymnasium sports, games, contests, and indoor sports.

Daily service, each three hours with extras, with time for study, six days per week.

Compensation, room with another.

Assistants to the social director:

1. Two general assistants (preferably young people with a genius for planning and leading in social affairs:
 - (a) To help in planning events in the social program;
 - (b) to help in the preparations for social events, in-

cluding arranging the furniture, paraphernalia, etc.; (c) to help in the rehearsals; (d) to help during the progress of the events; (e) to help with the after-work; (f) to take charge of hiking parties, weekend parties, theatre parties, and other away-from-the-hall events.

Daily service, each indeterminate, seven days per week.
Compensation, room with another.

2. One musical assistant (preferably one with a fair musical education capable of playing the piano and other musical instruments and leading in singing: (a) To assist the social director in planning the musical features of social events; (b) to conduct the rehearsals of the musical features; (c) to help with the music during the progress of the events; (d) to take charge of parties to away-from-the-hall concerts and other musical affairs.

Daily service, indeterminate, seven days per week.
Compensation, room with another.

3. One costume and decoration assistant (preferably one from the dressmaking section of the household arts department of the institution who is something of a genius in designing costumes, etc., and familiar with preparations of social events): (a) To help plan the costumes and decorations for social events; (b) to take charge of the costumes and decorating material for the social director being prepared in the sewing, pressing, and light laundry rooms; (c) to assist during the events in the dressing of the participants; (d) to collect and return to their owners, or to the proper storage, all costumes, decorative material, etc., after the social events.

Daily service, indeterminate, six days per week.
Compensation, room with another.

Head of the house undergraduate government organization and one assistant: (a) To see that the regulations of the undergraduate government organization are not violated; (b) to interview violators; (c) to make daily reports to the mistress-of-the-hall or to the dean of women.

Daily service, indeterminate, seven days per week.
Compensation, room with another.

Assistants to the house manager or matron:

1. Four cashiers, four shifts: (a) To act as cashiers for the main dining room and the cafeteria.

Daily service, each three hours with occasional extras.
Compensation, meals.

2. Cafeteria checkers, eight shifts: (a) To calculate the proper charge for the contents of the trays as they pass and punch the charge checks.

Daily service, each two hours, with occasional extras,
seven days per week.

Compensation, meals.

The exact character of the service and the number of cashiers and checkers depend on whether one or all of the meals are served cafeteria style or whether cafeteria service is maintained in a special dining room, whether outside students are admitted for meals and what system is followed for guests at meals.

3. Thirty dining room attendants, three shifts (all of the following classifications of assistants in this section preferably from the culinary section of the household arts department of the institution, if any: (a) To set tables; (b) to serve as waiters in the dining rooms during the meal periods; (c) to clear the tables.

Daily service, each two hours with extras, seven days per week.

Compensation, meals.

4. Twelve cafeteria and serving room attendants, 8 shifts: (a) to serve at the counters.

Daily service, each two hours, 7 days per week.

Compensation, meals.

Where the students pay a flat rate for board and are served in a body and outsiders are not generally served in the dining room, no cafeteria need be provided and therefore the cashiers, checkers, and other cafeteria assistants need not be provided.

5. Six cook and kitchen assistants, six shifts: (a) To operate dish-washing machines, prepare meats, fruits, and vegetables, and to act as general cook and kitchen assistants.

Daily service, each two hours, with extras, seven days per week.

Compensation, meals.

6. Four assistant bakers, four shifts: (a) To assist in the mixing and preparing of material for baking; (b) to operate the baking and other machines; (c) to trans-

fer the baked goods to the serving room and elsewhere as needed.

Daily service, each two hours.

Compensation, meals.

Assistants to the superintendent of buildings and grounds:

1. Six floor attendants, one for each floor: (a) To clean the corridors and public rooms of that floor; (b) to collect personal laundry and soiled linen and prepare it for sending to the laundry; (c) to deliver laundry and clean linen to the private rooms; (d) to supervise the use of the service room for small student parties for which the mistress-of-the-hall has given permission; (e) to attend to closing windows and adjusting screens when storms arise; (f) the assistant on the first floor to have also the care of the guest suite.

Daily service, each indeterminate, seven days per week.

Compensation, room with another.

Assistants to the superintendent of the laundry:

1. Four laundry assistants, four shifts: (a) To operate laundry machines and do general laundry work; (b) to assist students who desire to do their own laundry work wholly or in part.

Daily service, each two hours, six days per week.

Compensation, room with another and free laundry service.

Assistants to the physician and nurse:

1. Four general assistants, four shifts: (a) To help in the consultation room; (b) to help in the infirmary and diet kitchen; (c) to deliver and serve meals to invalids in their rooms.

Daily service, indeterminate, seven days per week.

Compensation, room with another, probably in the nurse's study-sleeping-balcony.

It will be seen, therefore, that just as far as that can safely be done, the hall will be managed and operated by the students themselves and either through a house branch of the undergraduate government association of the institution or by a separate house organization the order and discipline will likewise be largely entrusted to the students themselves. A number of the features of the service of this new type of residence

hall not found in ordinary college dormitories are incorporated largely because they will lighten the work of the student assistants, or contribute to the maintenance of order and quiet in a better way than is possible in ordinary student dormitories. It is believed too that, with this group of students generally occupying the same rooms as other students and doing their work under the most favorable conditions, they will be respected and will succeed far better than is possible under ordinary conditions for self-supporting students.

The discussion of the self-supporting students has been purposely limited, to the one field, as it presents a practical plan superior to those followed where no such halls are provided. A few references to other plans for handling the placement of such students may be found in the Bibliography.

CHAPTER XVII

RESIDENCE HALL FINANCING

RAPIDLY CHANGING CONDITIONS WHICH MAKE POSSIBLE A NEW KIND OF FINANCING FOR STUDENT-HOUSING

Aside from a comparatively small amount of student-housing provided by states and smaller political groups from public funds, all existing housing has been created through gifts from people of means either during their lives or by bequests or with funds laboriously assembled by means of money-raising campaigns. Until comparatively recently these have been about the only sources of funds for these purposes. Securing funds by these means has been so thoroughly and so well presented by other writers that it is not the purpose here to elaborate them. A comparatively new plan of financing made possible by this modern-type residence hall will be presented.

Almost imperceptibly America has passed into a new phase of existence financially and educationally, and with it has come new possibilities in the matter of providing our colleges and universities with these modern residence halls upon a large scale. Throughout our history as a nation until now the homes of a vast majority of Americans, including our farmers, our skilled, semiskilled, and unskilled workers, have been so meagerly provided with money that their children in order to attend our institutions of higher education have had to skimp to the last farthing and thousands of them fully worthy of this broader education have not been able to obtain it at all for financial reasons.

But a change has set in and is spreading over the country so rapidly that the time has come to recast

some prevailing notions in this matter. In other years it was the exception to find much in the homes of these so-called common people of ours except the bare necessities, but with the rapid increase in the earning power of these workers it is now coming to be a rare thing to find any of these homes without a piano, or other rather expensive musical instrument that formerly would have been considered luxuries. When our carpenters, plumbers, masons, bricklayers, painters, typesetters, and the rest of the vast army of tradespeople earn from \$10 to \$20 per day and the semiskilled earn from \$5 to \$10 and the unskilled, even our street cleaners and ditch-diggers, earn from \$3 to \$8 and \$10 a day, Victrolas, radios, automobiles, and many other things heretofore thought to be within reach of only the wealthy have come to be common among these workers.

As money has become more plentiful with the people the demand for higher education has increased proportionately until today we see the strange anomaly of an unprecedented expansion of all of our old institutions of higher education and of new colleges, universities, professional, technical and other schools springing up almost overnight in every section of the country, and yet increasing thousands of our boys and girls seeking admission to them with plenty of means with which to pay for an education are being refused. This means that the American families who can and do afford these luxuries can and do feel able to pay and are anxious to pay \$400, \$500, or more a year for higher education for their boys and girls.

Because of this situation we must discard some of our well-established views regarding certain educational matters, and among them some angles of this housing question. From time immemorial the theory has prevailed that charges to students for room and board furnished by our colleges should be at bare cost or less, cost in such cases meaning the bare expense incurred by the institution for care of the dormitories

and for the purchase, preparation, and serving of the food, but not to include the upkeep of the buildings and equipment, overhead, and replacement. Some have and still do oppose including in this "cost" the upkeep of the buildings and equipment and rarely have insurance, interest on the investment, and other so-called overhead been included.

Imagine what a storm would have been aroused in other years if the executives of our educational institutions had proposed to charge the students enough over "bare cost" of room and board to meet these items! Imagine the furor that would have followed the adoption of the strictly businesslike policy of charging enough to meet all these and enough more to build up a reserve out of which to replace the buildings when they had rounded out their days of usefulness!

It would probably have been impracticable to have done this in the old days, but it is no longer. The addition which it would be necessary to make to the bare cost of room and board in order to cover the overhead and create a reserve with which to rebuild would amount to only a few cents a day—no more, in fact, than the average student expends for gum, candy, and other trivial luxuries. If this matter of charge for housing were placed by our educational executives on this sound business basis without comment, under these changed conditions, few, if any, of our American families would ever feel it. There is no manner of doubt but that is the wise thing to do, for just as soon as it is demonstrated that the student life in these modern residence halls will be entirely as satisfactory as in the several other types of housing, and that the halls can be depended upon to pay all running expenses, upkeep, overhead, etc., and within twenty or thirty years amortize the debt incurred in their construction, and also at the same time, that the students will be required to pay only about what they are now paying in the better type of houses, it will be possible for practically every college, university, and other institution of higher edu-

cation in the land, having the ground on which to build its halls and lacking the funds, to go to the banks and get it just as builders of apartment houses and hotels do now. These institutions would thus be enabled to supply their students with all the superior residence halls that they need in order to accommodate their entire student body.

USE OF ENDOWMENT FUNDS UNDER THIS NEW PLAN OF FINANCING

Such institutions as have endowment funds which they are now loaning out to interests in no wise connected with education, solely for the income which they will produce, will, as soon as these halls demonstrate that they are as safe a form of investment as those in which their endowment funds are now invested, be justified in withdrawing such funds from outside investment and expending them in the construction of the residence halls they need. In this way the wishes of the donors of the endowments would be realized twice over. The institution will receive the contemplated income to pay current expenses and the entire student body will have the best of housing, and go out into the world better prepared to serve their country.

ALTERNATIVE PLAN FOR FINANCING

As this new possibility of having our colleges and universities provided quite soon with housing which so many of them need without having to resort to the laborious process of conducting money-raising campaigns arose, it became apparent that in many cases where the bare building lot is not exceptionably valuable the banks might hesitate to loan on first mortgage the full amount required to complete the building. Unless this difficulty is overcome in such cases it may stand in the way of carrying the plan through.

Some of the foundations interesting themselves in the educational field have been studying this angle of

the question for some time and the present indications are that institutions which are in need of more housing and have not endowment funds available for their construction as above indicated, which can give satisfactory assurance that the residence halls when in use will be able to pay expenses, overhead, etc., and repay the cost of construction within a reasonable time can, if this plan of the foundations materializes, by giving a second mortgage, secure the balance of their building fund from some such source.

CHIEF OBJECTION TO NEW PLAN OF FINANCING OVERCOME

Those who have held the opinion that schools should furnish their students room and board at bare cost have generally had in mind the cases of self-supporting students who deserve the education but who find it a hardship to pay the actual cost including the increment of overhead, upkeep, amortization, etc. Such people would hardly question the justice of having the children of well-to-do and wealthy parents pay the actual cost, for why should our institutions of higher education, maintained as agencies of a better civilization and always hampered for lack of funds in their efforts to do the utmost good, furnish these facilities at less than actual cost to those who are abundantly able to pay the full cost?

The objection they raise therefore applies only to charging the self-supporting students the difference between the bare cost and the actual cost of room and board. The plan as set forth here covers that objection; for, as is indicated in Chapter XVI, over 100 students in each hall are able to earn either room or board or both by assisting in its management and operation. Most of these positions permit student assistants to live a free, happy, not overburdened life, and enjoy the respect of their fellow student to a degree quite impossible under ordinary conditions of student employment.

CONSIDERATIONS UNDERLYING THE NEW PLAN OF
FINANCING

There is a formula coming into use to determine roughly the cost of residence halls. A fireproof, soundproof, and verminproof steel-framed structure of inexpensive construction under average building conditions will cost approximately \$1,500 per student housed. That is, a hall like the one illustrated in Figures 8 to 14, designed to house 600 students, will according to this formula cost about \$900,000. If more expensive design and material are employed the cost will be correspondingly greater. If the cost of labor and general building conditions are more unfavorable than the average the cost will be correspondingly greater.

Other things being equal, the greater the number to be housed under one roof the less the cost per student. It has been demonstrated in resident hall financing that:

1. A building housing less than 300 cannot under ordinary conditions be so operated that with the best of management it will pay more than running expenses, including upkeep and overhead, without charging the students for room and board more than is ordinarily paid by students in that community for other forms of housing. It cannot accumulate a surplus out of which to amortize the debt, if any, incurred in building or provide for rebuilding.

2. A hall accommodating 300 to 500 under ordinary conditions with like management, and charging the student only about what they usually pay for room and board, will pay running expenses, upkeep, overhead, and more or less of the fund required to amortize or rebuild.

3. With a capacity of 500 or more with good management under ordinary conditions, and charging the student only about what they pay for the better rooms

and board elsewhere, the modern-type hall will pay all running expenses, upkeep, overhead, etc., and on the basis of an original cost of \$900,000 repay the total cost of construction or amortize the debt incurred in building, within twenty-five to thirty years, at 5 to 6 per cent. interest. It is assumed, of course, that these buildings, being used for educational purposes, will be exempt from taxation.

The limitations of this volume do not permit a discussion at length of more than a single form for these modern-type residence halls. In actual practice they must, like other structures, conform in shape and ground occupied, to the site chosen for them. The smaller the site the greater must be the number of stories to accommodate the requisite number of students to make it wholly self-supporting and capable of repaying the original building cost, but the data given regarding this steel-frame, elevator structure will, it is hoped, be of assistance to those who wish to consider building such a hall.

THE DEAN'S PERSONAL RELATION TO THE POSITION

PART II

Part I has treated, in general, the work to be done by the dean for the welfare of girls, including some detailed description of those who are to be her assistants in the accomplishment of her aims, and suggestions for a better type of housing.

The purpose of Part II is to set forth the method of establishing a professional status for deans, the activities pertaining to the office, the qualifications required to fulfill the duties of the office properly, and the means whereby the most successful work for the welfare of girls and young women in education may be accomplished. This material is designed not only for the use of deans in active service and for those seeking preparation for the position, but it will be useful to boards of education or trustees, principals of secondary schools, or to presidents of higher educational institutions who desire to have a clear definition of the activities which should be maintained for the welfare of the girls under the leadership of an efficient dean, as well as the qualifications for the position which they may reasonably expect to find in her. The author has aimed to make the lists of activities to be carried on and of the qualifications for fulfilling the duties of the position so complete and so tabulated that those consulting them can do so quickly and effectively.

A standardized system of abbreviations and symbols has been used to distinguish different kinds of schools throughout this book so that a school of each of the types mentioned, which is considering either the

activities required in such a school or the qualifications for the position, may decide with a considerable degree of definiteness whether it is entitled to use the term "dean of girls" or "dean of women" and whether applicants for the position possess the qualifications the position demands. This system of abbreviations and symbols may be used in a similar way in considering the positions of social director, physical director, school physician or medical adviser, nurse, director of student-housing, mistress-of-the-hall, matron or stewardess, chef, superintendent of grounds, and superintendent of laundry.

Apparently, no generally accepted established standards have prevailed either for the welfare activities for girls in which a school should engage before it was permissible for it to dignify the office by the title "dean (or adviser) of girls" or "dean (or adviser) of women;" or for the qualifications which a woman should possess in order to be justified in assuming either of the titles.

The initiation of such a definite system therefore, will doubtless prove that many positions heretofore known as deans (or advisers) of girls or deans (or advisers) of women fail in some respects to measure up to the standard. Likewise it will no doubt be true that many of us who have been wont to call ourselves deans (or advisers) of girls or deans (or advisers) of women will see that we have not possessed all of the qualifications for such offices, but the author believes that practically every dean in the land will rejoice that a beginning has been made in clearly defining this field and will bend all her energies to support and gradually raise the standards here suggested. She will also cooperate in eliminating those activities which should be delegated to other specialists, and in adding to it other activities not included here that do belong specifically to the dean's position. Out of the varying opinions of the function and work of the dean, it is important that the public generally, and the dean especially, should

come to a clearer understanding of the position, its functions, its objectives, its requirements of personality and preparation. It is understood that the treatment of the subject in this book is from the viewpoint of the dean whose chief objective is the welfare of the women or girls in all their relationships except in their purely scholastic work, and even in this she may sustain an advisory relationship. No attempt has been made to differentiate the various deanships and their designations. This has been done very clearly and concisely in a recent article¹ by a leading dean.

There is no doubt as to the methods by which the quality of the work of deans may be improved. To apply these methods is plainly the task of those now in office. The status we seek will sooner come the more we stress the value of the service we are rendering and the harder we strive to improve our technic as deans by seeking our own personal growth and development, physically, mentally, socially, morally, and spiritually; by securing the assistants and equipment needed in our own schools and colleges; by encouraging women of suitable personality, character, and training to enter the profession; and by cooperating with all agencies working better to prepare women to fill the position, including the national and state Associations of Deans of Women, and our teacher training schools, colleges, and universities offering courses to prepare women for this field.

¹Dorothy Stimson, "A Classification of Deanships of Women," *School and Society*, 24: 98-101, July 24, 1926.

CHAPTER XVIII

PERSONALITY AND DEVOTION OF DEANS

COMPARISON OF THE OLD AND THE NEW CONCEPTION

We are confronted with a strange anomaly in these days. A generation ago the man at the head of nearly every college in the land was a minister. It was thought necessary to have an actively spiritual force at the helm in the higher educational institutions. The members of the faculties in those days were likewise generally individuals of exceptional spirituality, using the term in its broader sense. Those in charge of the young women were almost without exception women of marked spiritual attainments. These leaders of the young were not merely religious. They possessed those other fine qualities which along with sincere religion make up true spirituality.

Within a generation there has come a change. Our institutions of higher education are more and more seeking business men of large capacity as their executives, and administrative ability is in most cases the first consideration in making a selection. The faculties are less largely made up of men and women of marked spirituality. Scholarship and ability to teach are now more than then given first place as qualifications.

While there are many deans thoroughly devoted to lives of consecration and self-sacrifice, still there is not now such a large proportion who stand out as strong spiritual forces in their schools as formerly. Intellectuality and certain social values are likely to be first considered as qualifications.

Quite in contrast with this growing neglect of spirituality as a characteristic in the leaders in higher education is the increasing value placed upon this quality in the practical business world. A generation ago it was very unusual to hear anyone mention spirituality as an essential quality in a workman. You will search the business literature of that time in vain for a reference to it as constituting any great factor in industry and in the business world; but it is the commonest thing nowadays to find this spiritual element in the list of things a workman must possess in order to make him peculiarly valuable to his employer; and it is also emphasized as one of the most necessary equipments for executives and supervising officials. Speakers at meetings of business men and experts having to do with industry are more and more placing emphasis on this quality. Books and periodicals on business management are pointing to this with increasing frequency as the great factor in the problem of production. The following quotations from recent writers show this tendency.

The spiritual means of happiness and social peace are quite as necessary as the material; and the masses can neither secure, maintain, nor put to advantage a larger income unless their inner wants are refined. . . . The present social unrest is essentially a spiritual unrest. The cause is our failure to understand our own needs. . . . We now see that spiritual causes have been coordinate with industrial causes in social evolution. . . . The spiritual and intellectual aspects of social evolution now interest sociologists no less than political and industrial. . . . The problems now confronting us are at bottom spiritual problems. . . . The worth of a man's life consisteth not in the amount of property he owns; it profiteth a man little or nothing to gain the whole world if he lose the spiritual values of his life. . . . Indeed to one who penetrates beneath the surface of things, the present social unrest is not so much a social unrest as it is a spiritual bewilderment. . . .

A man's life consisteth not alone in the abundance of the material things which he possesseth, and neither does a nation's. The real goods of human life are spiritual. They are represented not by the market, but by the home, the church, the school, and the open spaces of nature. They are not to be

found in the possession of money alone, but in the arts, the crafts, and the recreations. The true values of life are in friends, fireside, faith, a clear conscience, peace of mind, wholesome leisure, constructive work, justifiable pride in one's sons and daughters, a place in the community life, and rootage in the soil. . . .

Economics is now recognizing the real man, with his whole cycle of needs, physical, mental, moral and spiritual, all of which are insistent. . . .

Equip all men, therefore, to use, for a complete human life, all the materials of culture, as they have been produced by social evolution, and are available in all the spiritual wealth of civilization. The man of the new super-civilization must be fed upon a balanced ration; not on wealth stuff alone. Not otherwise will there ever be a new super-civilization at all. . . . Some of the most important means of happiness, welfare, and the joy of life that ought to be made easily accessible to all the people are health, recreation, plenty of good schooling, art, family life, morals, and religion. These are the real values of existence; the substances out of which the we-feeling can weave a fabric.¹

Spiritual sight and sinew may be cultivated, will be cultivated systematically in the ages to come. The time is fast approaching when only a spiritual Hercules can move the world. Mental giants now rule, but their crude force merely corresponds to the primitive condition of the race.²

A thoroughly evolved, highly organized man is a compound of physical, emotional, intellectual, and spiritual forces, the relative importance of which we would designate thus: physical, 10 per cent; intellectual, 20 per cent; emotional, 30 per cent; spiritual, 40 per cent.³

Running counter to the present industrial tradition is the new spirit which proclaims industry a form of service. . . This spirit is only struggling for expression, but it will dominate the new day.⁴

The commission (proposed by Professor Albion W. Small in the *American Journal of Sociology*, March, 1919), I take it

¹Ross L. Finney, Ph. D., "Causes and Cures for Social Unrest," Chap. XIV, "Spiritual versus Economic Determination," pp. 194-210.

²Edward Earle Purinton, "The Triumph of the Man Who Acts," p. 76.

³*Ibid.*, p. 202.

⁴E. Ernest Johnson, "The New Spirit in Industry," p. 20.

would be composed of men whose chief qualification is not economic training or industrial expertness, but, so to say, ethical expertness men who can bring to bear upon industry, unhampered by industrial or economic preconceptions, the authority of conscience as disciplined by religion. Is not this proposal at least in line with the indications of the present day?¹

And finally, there is a third brand new type of youthful godliness, and a most amazing one it is. . . . The ardent if superficial humanism of our time has produced the youth who identifies religion and ethical idealism, social service and administrative efficiency. He is both pious and popular, altruistic and athletic, he has welded and made one the secular and the spiritual. . . . His chief interest, like that of many of his peers, is in executive tasks.²

In this connection it is interesting and significant to read an announcement³ from John McE. Bowman, proprietor of the Biltmore, Commodore, and Belmont hotels in New York and of other hotels throughout the country, known as the "Bowman group." Following a suggestion made to him he proposes to have a chapel in every hotel of which he is president or with which he may be connected where guests may go for meditation and prayer. He says:

We shall commence at once to install these chapels for the use of our guests.

We have already engaged the Gorham Company of this city to design chapels suitable for all of our hotels, including the Biltmore in Los Angeles, now in progress of construction, the Biltmore in Atlanta, Ga., and the Sevilla-Biltmore in Havana, Cuba. The chapels will vary in size according to the needs of the different hotels. Each one will contain a beautiful stained glass window to suggest an air of sacredness. There will also be an altar, cathedral chairs and appropriate lighting. It is the intention always to keep fresh flowers on the altars, and the doors of the chapel will be open day and night as a perpetual invitation to enter for those who desire to meditate in prayer.

¹*Ibid.*, p. 92.

²Albert Parker Fitch, "The College Course and the Preparation for Life."

³*New York Times*, Apr. 16, 1923.

Although these chapels will be consecrated, they are not intended for set services, though services may be held in them on special occasions. Their purpose is to provide a place for any guest, visitor, or employee to enter and worship in silence and meditation. Furthermore, the chapels are intended for the use of all denominations and will be absolutely non-sectarian.

It has been predicted that other hotel owners will follow this example and so this new departure is another evidence of the views keen business men take of the reality and value of a spirituality that needs preserving and fostering.

A gentleman in attendance at the 1923 meeting of the steel interests at Sulphur Springs said that practically every paper read contained some reference to the value of the spiritual element in industry.

One of the best known writers on industrial and economic subjects¹ says:

We can free ourselves entirely from the idea that economic forces, that supply and demand alone, are to determine the destiny of this nation or of any other nation. That destiny will be determined by the spiritual forces, the force of solidarity, the force of cooperation, the force of partnership on the one hand and struggle on the other. . . . It is that nation which realizes these great spiritual forces and rids itself of purely economic and material ideals that will in the long run win.

The late head of the American Federation of labor² also emphasizes this spiritual element in modern industrial life.

The Workers and Production, the title under which I express these thoughts, means the workers and life. That is to say, the workers and the life of the nation, spiritual and mental as well as physical. . . . Perhaps it will take all the effort of the labor movement and all of the thought of all of the sciences to release the energy that is withheld by the spiritual cramping and binding of the millions. It is the release of this great flood

¹John R. Commons, "Industrial Goodwill," p. 197.

²Samuel Gompers, "The Workers and Production," *Annals, American Academy of Political and Social Science*, 91:11, Sept., 1920.

of energy, this dash of spirit, this will to achieve, this spiritual desire to serve, that must be freed for the coming civilization.

This demand for the spiritual in the American men of action is on the increase not only in the business and industrial world but even in the ranks of the army and navy. Representatives of church and welfare organizations called in conference at Washington, D. C., on June 6, 1923, by the War Department in connection with the movement for increasing the moral and religious training to be given the army were told by Secretary of War Weeks that:

Nothing will hold mankind better together or be of as much benefit to men of all nations as religion. I feel personally, as all men must do who have passed the meridian of life, a growing inclination toward religion and religious life. I speak in the broadest sense, of course. I am fearful about the results that have come and are coming from the late war. The civilization of the world is threatened.

We wish to instil true religion into the hearts of our young men. There are difficulties. We know these in many cases and are prepared to meet them. I am confident, however, that this conference will assist us to improve our influence.

I want you men to appreciate that the War Department is thoroughly alive to the necessity of upbuilding, physically, mentally, morally, and religiously, those over whom it exercises control, and will lend every effort to that end.

General Pershing, in his address to these representatives, said:

Army efficiency requires that attention be given to religion. All military training has in it certain elements of moral instruction, . . . but religion contains the secret of and the impetus toward clean living. Therefore a steady effort is being made to put the hearts of men in right relation to God. . . .

In the army, we are exceedingly anxious to keep pace with that great wave of sentiment which calls for a more practical application of the fundamentals of religion to all of the affairs of man. We may not see eye to eye the details of such work but we are united on a common task. . . .

The conference has been called in order that the army may have expert counselors in preparing an intensified moral and religious program, the whole purpose of which shall be to keep soldiers true and strong and steady.

KIND OF SPIRITUALITY DEANS SHOULD POSSESS

Whatever the influences have been which have brought about the two changes, the lessening emphasis on spirituality among the leaders in higher education and the increase in the demand for spiritual values on the part of the hard and calculating business world, it is self-evident that in education as well as in business something should be done to give the oncoming generation that vital spirituality which the times demand. Since spirituality generally results from personality reacting on personality, of character influencing and forming another character rather than from formal instruction, it is plain that our deans and all others who have a hand in the guidance of our girls and young women should be so deeply and vitally spiritual that this quality will be strongly impressed upon all the young women as they pass through our secondary schools and institutions for higher education.

In order that no wrong impression may follow what has been said in this chapter it may be necessary still more clearly to define the *spirituality* herein referred to. It is possible that some may have no broader conception of this great human dynamic force than that manifestation displayed by so-called very spiritual persons. These are quite likely not to be types of great spiritual development but of only one phase of it, namely, the religious or æsthetic development of it, and *that* often of the narrow sort, which prompts those possessing it to spend their days on impractical projects of little value to their fellow men. It would be hard to find any class of individuals of less importance in the world than these. The spirituality referred to here, and which is becoming so greatly prized among men of affairs, is an attribute of quite a different sort. It is apparent that not *dreamers* but the right sort of *doers* are the really spiritual individuals, so much in demand, being deeply religious but not bigoted, intensely devoted to the protection of the best

things but not impractical. It will be recalled that the greatest of all spiritual teachers in the world said, "For as the body without the spirit is dead so faith without works is dead also."¹

Such an individual should every dean be—broad-minded, cheerful, conscientious, dependable, earnest, enthusiastic, generous, honest, inspiring, intelligent, motherly in the true sense, practical, openly, frankly and actively religious, tactful, and unselfish.

CAN DEANS LACKING VITAL SPIRITUALITY ACQUIRE IT?

Here arises the question, "Can a person who finds herself wanting in this sort of spirituality manifestly so essential to her work find a way of acquiring it?" For some the building up of this attribute will mean only putting into operation habits and practices with which they were familiar at an earlier period in their lives when they possessed the dynamic qualities above described, but which, through the intervening years, for one reason or another have been allowed to wane, with the consequent lowering of spirituality. With others it may mean acquiring something new and fundamental, but in any case the woman who realizes her lack and determines to overcome it will be able to do so by well-known means and, provided she is thoroughly in earnest, can be assured of success well worth the effort.

True spirituality has its source and inspiration in religion, and can be attained only as religion becomes a dynamic force in the life of the individual, leading her to the utmost development of all her powers and abilities to use in the accomplishment of life's duties and responsibilities.

¹James 2:26.

CHAPTER XIX

PROFESSIONAL STATUS OF DEANS

THE GROWING NEED FOR DEANS AND ADVISERS

The study of the present trend in the guidance of girls and young women, especially in our cities and large towns, reveals three outstanding facts which emphasizes the necessity for a more effective, extensive, and higher type of dean's work in educational institutions.

Lower Order of Parental Guidance for Girls.—First, the mothers of an increasingly large number of families, particularly of certain immigrant types and shallow native-born stock and other women of the better sort who have had no adequate training in motherhood, are poorly qualified to advise their daughters in their physical, mental, social, and moral development. The great increase in the number of mothers of teenage girls employed in occupations which require their absence from home during the hours when they would otherwise be in helpful contact with their daughters in itself constitutes a serious menace unless counteracted by some adequate new agency for the guidance of the girls. If our standards as a nation are to be maintained and advanced, as all intelligent, right minded people insist they must be, this neglected or imperfect parental guidance must be strongly supplemented by competent guidance from other sources, and the best sources now offered outside of the home are the schools and the churches. In this connection it should be said that one of the chief aims of deans

should be to try to train the girls coming under their care in the essentials of motherhood so that the parental guidance of the coming generation may be of a higher character.

Lower Order of Teacher Guidance for Girls.—The second outstanding fact is that, while in recent years there has been marked advance in education as a whole and this advance has taken place in our public schools as well as in nearly all those under private or religious control, it has not produced a body of teachers and instructors who, measured by actual accomplishment, are as safe and competent guides of girls as the teachers of earlier generations. It is unnecessary to recite here the reasons for this further than to say:

1. That the wages of teachers now as compared with those of other occupations open to women are not generally sufficient to attract to the teaching profession today women of the same high qualities as those of earlier generations whose chief concern was less often the money compensation.

2. That the increase in the purely curricular duties and responsibilities, such as conducting tests, examining written work, etc., makes it impossible for the present-day teacher to devote as much time to the extracurricular activities of her students as formerly.

3. That the increased number of extracurricular activities of the student in which she is expected to participate makes it necessary to give less time to such matters as personal counsel to the girls.

4. That in the larger cities and towns, particularly, there has developed a growing tendency to increase the size of classes, making personal contacts with the students less possible.

5. That teachers nowadays, whether of satisfactory or unsatisfactory qualifications, give more time to the

multitudinous calls of their own social life and enjoyment and less to their personal contacts with their students.

In order that they may maintain the highest efficiency in their profession, teachers have to keep in close contact with many other phases of life, and a certain part of their time and energy ought to be devoted consistently to acquiring this proficiency, but this enrichment of the professional phases of their lives should make their personal contacts with the pupils more, rather than less, helpful and inspiring.

The result is that at a time when teachers and instructors should *be a more* efficient and potent influence in the physical, mental, social, and moral guidance of their students they are, in fact, a *less and constantly lessening* factor in this important work. This statement must not be construed as applying to the strictly classroom work of our teachers, or to the superior work being done by the administrative forces in education. It is largely in these particulars that education has advanced in recent years; but it does apply to that feature of a teacher's work, which in former years when, for obvious reasons, there was a more intimate and helpful individual relationship possible between pupils and teachers and the positive, the personal influence of the teacher could be counted on to supplement the work of parents and others in guiding the young people into right living. Parents and teachers and, in fact, many deans have not studied sufficiently the changing conditions of society and are not fully aware that the problem of properly guiding young people is a much greater one nowadays and that there is imperative need for different and more effective measures to meet the situation.

Lower Order of Religious Guidance for Girls.—The third outstanding fact is that at a time when the quality of parental and teacher guidance is lowered there has come a distinct loss of influence and power in

religious guidance. The total number of girls receiving religious guidance through church and other religious schools and young people's organizations year by year through the teen years is much less in proportion to the population than a generation ago. There is nothing in the way of a substitute for this religious guidance for girls which at all adequately compensates for this loss.

Introduction of New Features into the Problem.—Contemporaneous with this decadence in the three major agencies for the guidance of the girl and of the young woman there has grown up a group of new features in the social life peculiarly attractive to girls which tend (without careful advising and direction) to lower their physical, mental, social and moral standards. These include the growing craze for sensational motion pictures, overindulgence in unsafeguarded automobiling, improper dancing, smoking, certain objectionable social events, and other unfortunate results of the so-called "emancipation of woman."

The evidences are that these new forms of amusement, recreation, and social indulgence, having a harmful tendency, may, within the next few years, be added to by others not now known but which without proper guidance may likewise prove powerful agencies in the lowering of the standards of our young people. Proper preparedness demands that we do not wait until these are developed and are doing their work of undermining unchecked, but that we now establish an agency powerful enough to overbalance these demoralizing influences as they may arise. The conclusion is inevitable, that such a new and adequate agency in guidance must *now* be built up in order to meet the emergency. Probably the best field in which to develop such an agency is in our schools. If adequate means are provided for the right kind of guidance in the lower and secondary schools as well as in those for higher education, practically every American girl will come

under its influence and receive its benefits during her formative years. These and many other considerations which might be named argue in favor of the establishment in every secondary school and institution for higher education having fifty or more girls or young women in attendance of a thoroughly qualified dean with ample equipment and help.

DEANS' PROFESSIONAL STATUS

Demand for Such Status.—It is only recently that the professional status of deans and advisers of women has received very serious attention. It was not until general interest in the welfare work for students was aroused by the great increase in the number of coeducational and girls' schools and in the enlarged attendance in such schools that "deaning," if we may coin a word to designate the work of a dean, began to be considered a profession apart from teaching.

There are at present in the United States about 7419 secondary schools having in attendance 50 or more girls and presumed, therefore, to require the services of a dean. Only about 555 of these have deans. There are at present in the United States about 788 institutions of higher education having in attendance 50 or more young women. Only about 548 of these have deans. There are, therefore, now engaged in the work about 1103 deans and in addition a considerable number of teachers or educational officers devoting part-time to the work of directing and advising girls and young women. There are about 7104 schools, secondary and higher, without deans which should have them. The 1103 deans now in office have under their charge many thousands of our girls and young women, whose lives have been enriched through the influence of these deans.

It must be admitted, therefore, that, by reason of the numbers of deans now engaged in the work, the broad and varied scope of their duties, the increasing

demand for specialized training, and the great army of young women whose lives are being molded by them, showing that the deans are competently satisfying a need, the office should be given a professional status.

How a Professional Status Is Established.—Professional status is established, in general, in two ways: first, by taking prescribed courses in professional schools and in some cases, in addition, passing examinations required by recognized examining boards or by statute, as in teaching, law, medicine, engineering, dentistry, pharmacy, etc.; second, by measuring up to the requirements of revered organizations, as in religious orders, or by measuring up to the requirements for membership in professional societies of recognized standing.

There are, unfortunately, very few educational institutions offering courses for deans and advisers and none, so far as the author can learn, are conferring distinctive degrees upon those completing such courses.¹ In some instances a special certificate is given those completing courses of training for the position. While these courses with the certifications are helping in establishing standards for the position, a professional status cannot be secured at present through this channel. Requirements for admission to the profession have not been fixed by statute or by duly authorized examining boards anywhere in this country.

It is a great misfortune that, although deans of women have had one form or another of national organization for many years still the work of the organization has not as yet been particularly directed toward the establishment of standards for the profession, and membership in the organization is not hedged about by such requirements that it gives a distinctive profes-

¹At present about thirty colleges and universities are offering such courses.

sional status that is generally recognized. A movement in this direction is under way in the Association but more intensive effort must be put into this movement before the much-desired professional status will be created.

It must be remembered that there is a great difference between a professional status and professionalism. The first would add immeasurably to the powers of deans and be in no wise undesirable. Professionalism would be utterly repugnant to the spirit of the work of guiding our girls and young women into lives of usefulness and would be frowned down upon by the entire educational world. A real professional status can be built up by fostering the establishment in our teacher-training colleges and large colleges and universities of courses for deans leading to distinctive degrees, or other recognized credential, and by the adoption, in the national and other organizations of deans, of a standard of qualification.

It must be apparent that there are even greater reasons for professional standards, at least of minimum requirements, in this important work than in teaching, law, dentistry, or many of the established professions. Because of the distinctive character of her work, the dean occupies a field more apart from the teaching profession than do the other administrative officers, since her attention is largely devoted to the general welfare of the students, work akin to that of the physician, the nurse, and the minister, whose services are likewise devoted to the field of human welfare. There are ample grounds, therefore, to justify the establishment of "deaning" as one of the professions.

CHAPTER XX

ACTIVITIES AND QUALIFICATIONS DEMANDED

ACTIVITIES FOR DEANS

As a first step in any effective study directed towards the establishment of a status for deans it is necessary to assemble a list of the activities which generally pertain to the office in secondary and in higher schools under various conditions, and to define the position or office. The following list of over one hundred activities of the office is offered as a starting point for such study. It is apparent that there must be a line drawn somewhere between positions filled by administrative officers, teachers, or others engaged in only one or two or, at most, a few of the activities of advising girls and young women, and those positions in which all of the *essential* activities of the office are being carried on. The latter position only should be dignified by the title "dean (or adviser) of girls," or dean (or adviser) of women."

Activities for Deans in Which Schools Should Engage in Order to Entitle Them to Designate the Woman in Charge a Dean (or Adviser) of Girls or a Dean (or Adviser of Women.)—For the purpose of this tabulation secondary schools making provision for boarding students are classed with institutions of higher education, since their activities for deans are more nearly like those of higher educational institutions than those of public high schools which constitute the major part of secondary schools.

The following list of activities for deans is the most nearly complete one that has ever been assembled so far as the author can discover, but there are many activities on behalf of girls which sometimes come within the range of deans' work, largely determined by peculiar or unusual circumstances pertaining to the particular community or school which are not included. These activities may be either of a purely motherly nature, of a purely community nature, or such as properly pertain to the duties of an assistant principal or other administrative officer. It must also be remembered, in using the list, that what are activities for deans in a secondary school may not be such in a higher school, and vice versa; and what are activities for deans in a small school may not be in a large school, and vice versa; and what are activities for deans in a school in a small town may not be such in a similar school in a large town, and vice versa. For the sake of brevity the term "girl" used throughout the list must be understood to include "young women."

Anyone interested exclusively in the activities of deans either in secondary or higher school, either in a small or a large school, in a small or large community, can quickly check up in the list the items of any of these classifications in which she is specially interested.

A small secondary school in a small community successfully carrying on all the activities marked S □ O M in the list may be rated a standard school on dean's work, and be entitled to designate its incumbent a dean (or adviser) of girls.

A large secondary school in a large community successfully carrying on all the activities marked S □ O M may likewise be rated a standard school in dean's work. With every other combination of circumstances a determination can similarly be made of the standing a school has in this field.

The standardized system of abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

LIST OF ACTIVITIES FOR DEANS

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	1. Generally to serve as the cooperator, promoter, coordinator, general and special counselor, and case worker in all matters pertaining to the welfare of the girls and to have supervision, subject to the faculty committee on student affairs or similar general official body, of all girl-student organizations and extracurricular activities. Unless the school has undergraduate government or there are circumstances to interfere, to organize a girls' league or similar organization which has for one of its objects the centralizing of all girl's interests and activities and providing a means for student and faculty cooperation in building up a social consciousness and the responsibilities of school citizenship. This organization will also afford a very promising means of contact with the community and unify and simplify many of the activities listed below.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	2. Either personally or in cooperation with the director of residence halls or other members of the administrative staff or faculty committee to supervise the student life in the residence halls and other forms of housing for girls operated by the institution, including the following:
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To register and investigate the qualifications of applicants for the positions of social director, mistress-of-the-hall, matron or stewardess, and other assistants whose work would come under her observation and direction.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. To select and direct the work of the mistress-of-the-halls, house social director, physician, nurse, matron, and other members of the house staff of the several student houses, if any.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. To develop house undergraduate government in the larger residence halls and district undergraduate government for the approved rooming-houses and other off-campus student-housing.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. To formulate rules and regulations governing the student life of the residence halls and off-campus student-housing not entrusted to or covered by the undergraduate government.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. Where resident faculty members are desired in the residence halls to make the necessary arrangements for the selection of specially qualified members for these positions.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. To supervise and synchronize the house social activities of the residence halls and off-campus student houses.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. In case any large proportion of the girls must be quartered in approved rooming houses, to bring influence to bear to get into the district surrounding the school as many high-class matrons as possible. Through a term of years a dean can materially improve the standards of such houses by a consistent pursuit of this policy.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		h. To see that the buildings and equipment of all institution-operated housing are kept up to an established standard.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	i. Carefully and frequently to inspect all off-campus student-housing to see that it is kept up to an established standard.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	j. To supervise the assignment of all rooms in institution-operated housing and the placement of students in all off-campus approved houses.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	k. To pass upon all changes in rooms.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		l. To make or cause to be made by the director of student-housing or the mistress-of-the-hall or other designated official daily or frequent unexpected inspections of each room in institution-operated residence halls and dormitories, recording its condition as to order-

							liness, cleanliness and other compliance to established standards; and to keep a record for each girl of the findings.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		m. To arrange or have arranged by the director of student-housing, mistress-of-the-hall, or social director, as the case may be, unobjectionable daily vesper services and other religious or semireligious events for the house students and their friends.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		n. To purchase all the supplies and equipment for the residence halls unless this duty specifically devolves upon some other officer or assistant.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		o. To dine at stated intervals in each residence hall, if any, in order to secure first-hand information as to the conditions under which the students live.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. To provide for the custody of the various properties of the social director, clubs, societies, etc. participating in the social work of the institutions, making them available for all branches of the social work without unnecessary duplication and with a minimum of damage and loss due to carelessness and improper safeguarding.
S	H		<input type="checkbox"/>	o	O	M	4. To supervise school or student-managed lunch and dining rooms, if any, patronized by the girl students, preferably as adjuncts to the department of household arts, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. To maintain a high degree of personal health and activities in order to do her work successfully so that her influence in health matters may be effective, and to supervise the health work on behalf of the girls either personally or in conjunction with the school physician, medical adviser, nurse, or other members of the staff employed for the purpose, if any.
S	H		<input type="checkbox"/>	o	O	M	a. If the number of girls in attendance upon the school justifies it, to secure the employment of a physician or medical adviser and nurse, specially qualified to have charge of the health of the girls.

	H	<input type="checkbox"/>	o	O			b. If the school has no infirmary or similar provision for segregating students during sickness, or if such facilities are inadequate to handle contagious, infectious, and serious cases, either personally or in cooperation with the school physician, medical adviser or nurse, or other member of the administrative staff having the matter in charge, to make provision for the accommodation of such cases among the girls at some convenient hospital and to arrange definitely for some quick means of transporting them to the hospital.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. To recommend, or have the properly qualified and officially appointed assistant recommend, proper corrective practices or remedies for students where physical defects, bad hygienic observances, or other physical, mental, social, or moral health impairments are found; and to plan and carry out adequate follow-up work in case of such recommended corrective practices.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. To secure the cooperation of the teachers and instructors in the English and other appropriate classes in a plan to have students prepare for and write papers on the various phases of student health, health maintenance, ethical problems, manners, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. To teach the girls the full program of health habits and hygienic observances listed in Appendix D.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. To act as connecting link between the school and the community in matters affecting the girls and to cooperate with the community health authorities in their effort to establish and maintain superior health conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. To cooperate with the community authorities in making the town beautiful, clean, and conducive to the health and happiness of the girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	h. To inform the girls regarding the facilities the community affords for their physical upbuilding and enjoyment as students.

S	H	<input type="checkbox"/>	<input type="radio"/>	O			g. To foster the organization of and, either personally or in cooperation with the social director, to supervise the development and management of girls' botany, geology, zoology, and other nature study clubs, societies, and other activities of this nature.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O	M	8. In cooperation with the administrative officer or committee in charge of the preparation of the curriculum and also with the school physician, nurse, and instructors in hygiene and other related subjects to procure the insertion in the curriculum of so much as is practicable of the social hygiene courses suggested in Appendix F.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O	M	a. To help the girls to develop such ideals and definite qualifications for motherhood that they will later prove capable of developing like high ideals and moral strength in their children.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O	M	9. To carry on orientation work among the freshmen; to arrange a thorough system of personal interviews and group meetings in order to advise them, especially the freshmen, as to matters they ought to know in order to fit successfully into the school life, including the formation of proper study habits.
							a. To advise and guide them in the selection of friends, both young men and women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O		b. To advise the boys, where there is need, in order to make their relation to the girls mutually satisfactory and helpful.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O	M	c. To confer with teachers and administrative officers of the school over particular cases requiring special consideration, including, when necessary, those who advise the young men.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	O	M	d. To teach the girls the best use of leisure.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	7. To supervise the girls indoor games, amusements, and entertainments personally or in conjunction with the social director or other members of the staff employed for the purpose, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To foster the organization of and, either personally or in cooperation with the social director, if any, to supervise the development and management of girls' orchestras, glee clubs, general group or individual singing, and other musical clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. To foster the organization of and, either personally or in cooperation with the social director, to supervise the development and management of dramatic, folk dance, and other amateur entertainment clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. To take active interest in music, art, and similar community enterprises and to give utmost encouragement and support to movements which will bring to the community and within reach of the girls, men and women who are leaders in national and world affairs, music, art, literature, science, religion, household arts, public welfare, industry, exploration, invention, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. To note coming events in the community, such as certain conventions, national or regional, meetings of certain societies, interesting lectures, large musical or similar entertainments which would be well worth while for the young women, or certain groups of them, to attend, and to make the necessary arrangements for such attendance.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. To invite prominent citizens who speak interestingly and to the point to address the girls on topics of mutual community and school interest.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. To arrange with community authorities and operators of theaters and other places of amusement which the girls may wish to patronize, to have such places safe for the girls and to present only wholesome films and plays.

S	H	<input type="checkbox"/>	o	O		g. To foster the organization of and, either personally or in cooperation with the social director, to supervise the development and management of girls' botany, geology, zoology, and other nature study clubs, societies, and other activities of this nature.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	8. In cooperation with the administrative officer or committee in charge of the preparation of the curriculum and also with the school physician, nurse, and instructors in hygiene and other related subjects to procure the insertion in the curriculum of so much as is practicable of the social hygiene courses suggested in Appendix F.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	a. To help the girls to develop such ideals and definite qualifications for motherhood that they will later prove capable of developing like high ideals and moral strength in their children.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	9. To carry on orientation work among the freshmen; to arrange a thorough system of personal interviews and group meetings in order to advise them, especially the freshmen, as to matters they ought to know in order to fit successfully into the school life, including the formation of proper study habits.
						a. To advise and guide them in the selection of friends, both young men and women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	b. To advise the boys, where there is need, in order to make their relation to the girls mutually satisfactory and helpful.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	c. To confer with teachers and administrative officers of the school over particular cases requiring special consideration, including, when necessary, those who advise the young men.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O M	d. To teach the girls the best use of leisure.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. To teach the girls how to work in harmony among themselves and with the teachers and administrative officers of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. To inform herself thoroughly regarding the work of every course offered to women students, regarding the difficulty students have encountered in carrying certain courses and regarding the peculiarities of the instructor that affect the question of scholastic load imposed or any unusual mental strain likely to be encountered by students at all abnormal mentally.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. To bring before the faculty matters, connected with the welfare of the girls, which need its action and cooperation.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	h. To advise regarding the relation of girls to teachers, where friction or other trouble has arisen.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	i. To advise with the girls in relation to their homelife, where the conditions interfere with school work and general advancement.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	10. To have charge of the girls' social calendar and supervise the events either personally or in conjunction with the social director, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. One important duty of the dean, assisted by the social director, the director of student-housing, mistress-of-the-hall, the physical director, or others employed in this field, if any, is to determine the extracurricular activities that are worth while for the girls and to make provision so far as possible for their introduction into the school-life.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. To chaperon the girls at school functions or to supervise the chaperoning where other chaperons are provided.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. To teach the girls proper behavior everywhere.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. To have the management of formal teas and other functions for the girls designed to demonstrate correct manners.
S	H	<input type="checkbox"/>		o	O		e. To arrange with certain women of refinement in town to entertain all the girls or selected groups in formal fashion once or twice a year either in churches or in other public centers or in their homes in order that all the girls may have an opportunity at least once each year to learn by experience what is proper behavior at such functions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		f. Where the school's policy does not prohibit it, and there is no better place, to center in the school building unobjectionable activities which are calculated to aid in the physical, mental, social, and moral upbuilding of the girls and to which the neighborhood families may be invited.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. To teach the girls the care of hair, teeth, nails, and skin and to warn them regarding the wrong use of cosmetics.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	h. To teach the girls how to dress suitably and becomingly.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	i. To teach the girls correct postures in sitting, standing, walking, etc., in cooperation with the physical director, school physician, medical adviser, and nurse, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	j. To help the girls to develop pleasing voices and best powers of conversation.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	k. To see that the social program is so arranged and conducted that the backward and retiring girls are given the social pleasures and training they need and that the more forward, competent girls are not overburdened.
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. To visit parents and arrange for parents' conferences, acting as school representative in parent-teacher organizations.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To conduct the correspondence and interviews with parents and guardians regarding the girls' extracurricular activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	12. To guide the girls in the selection of books for extracurricular reading, and in the choice of movies and plays.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. To supervise attendance of girls, checking attendance for chapel and other general assemblies, and to plan how to keep them in school regularly.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	14. To pass upon all girls' excuses.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	15. To issue all permits for variation from the rules and regulations of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	16. To develop the girls' powers of self-expression through participation in extracurricular activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	17. To develop the girls' qualities of leadership.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18. To teach the girls democracy, tolerance, and the avoidance of snobbishness and the "clique" spirit.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		19. To enter upon each girl's registration or general information card her special community interests, in order that she may have every assistance in carrying forward such interests successfully. To arrange, where possible, to have the girls participate as members or assistants in these and other community activities offering special opportunities for them to learn how such activities are conducted and to learn, at first hand, the needs which call into being such activities, for example, public playgrounds, immigrant, welfare, charitable, and similar activities.
S	H	<input type="checkbox"/>		o			a. To study conditions existing in the homes of the young people on the farms near the school, if any, and the methods of bettering them where needed.
S	H	<input type="checkbox"/>		o			b. To utilize to some extent the talent of the young people of the surrounding districts, not students in the school, in the recreational, entertainment, social, and religious life of the school.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		c. To cooperate with the Young Women's Christian Association, Girl Scouts, Camp Fire Girls, and other organizations of similar character, if any, in their program of welfare work for girls and young women.
S	H	<input type="checkbox"/>		o			d. To interest the girls of the school in extending the recreational, entertainment, social, and religious advantages of the school to the families of outlying districts, where needed.
S	H	<input type="checkbox"/>		o			e. To interest the girls of the school in the work of improving the living and working conditions of girls in the factories of the community, if any, and if needed.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		f. To arrange for groups of girls interested in the various civic, commercial, and industrial problems to visit the centers, offices, and plants under expert guidance so that they may learn of first hand the actual conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		g. To arrange for groups of girls who will be specially profited thereby to make excursions under expert guidance to worthwhile centers of population and points of peculiar, natural, or historical interest within convenient reach of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		h. To become sufficiently familiar with the work of the chamber of commerce or similar body, if any, by personal visitation so that their support may be depended upon in matters affecting the girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		20. To bring influence to bear to have only tradesmen of the better sort in the district surrounding the school where the students do their buying.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	21. To advise girls as to vocations, or to make arrangements for their vocational guidance where the school employs a special vocational counselor or someone to do vocational advising and have group studies of occupations.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To conduct the girls' employment bureau or to supervise the work of the employment director where the school

							employs one for self-supporting students and those leaving school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. To advise the girls as to future education, both scholastic, cultural, and industrial.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	22. To teach the girls to conduct their business matters with house matrons, shop people, fellow students, etc., properly.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To teach the girls to practice thrift.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		23. To arrange for the accumulation and dispensing of funds to aid needy students, unless this is specifically the duty of some recognized organization or some other member of the staff, and in such cases to recommend students for scholarships and loan funds.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		24. To act personally as disciplinary officer for women or through the head of the undergraduate student government; to pass upon the probation, suspension or dismissal, and reinstatement of all girls or young women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	25. To conduct girls' assemblies and meet special groups for talks, etc.
S	H	<input type="checkbox"/>		o	O		26. To teach a class or two (preferably a first-year mixed class if the school is coeducational).
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		27. If there are any secondary or higher schools in the community having fifty or more girls or young women in attendance that have no dean, to associate together those who have a special interest in the welfare of girls and to bring concerted action and influence to bear upon the authorities of such school or schools to employ a competent dean.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	28. To cooperate with other deans in a general movement to raise the moral standards of all young people.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. To exchange best methods of increasing the moral strength of the girls.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. To have the proper school administrative officer conduct a parallel movement to increase the moral strength of the boys.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. To interest parents generally in increasing the moral strength of the young people. To organize a parallel movement in conjunction with the parent-teacher organization, if any, or otherwise use means to increase the moral strength of the young people, especially those in secondary schools.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. To influence the young people to continue regular attendance upon and active participation in the activities of the church and its various organizations working to increase the moral strength of the young people.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		29. To interest the girls in present traditions and the future progress of women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		30. To maintain interschool, intercollegiate, and alumnae relations; to cooperate with Pan-Hellenic.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		31. When opportunity arises, to address public gatherings, women's clubs, etc. upon topics which will tend to make better relations between the school and community.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		32. Where the school policy permits it, to write, or procure to be written, interesting articles (preferably illustrated ones) for the local papers or other periodicals largely read in the community describing any new school buildings being erected or equipment procured for better caring for the young women, events of general interest in which the young women take part, occasional reports of general interest of actual accomplishment in the welfare work for the young women, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	33. To prepare forms and organize a system of filing the numerous records incident to the varied types of work carried on in her office.

S	H	□	□	o	O	M	34. To take the initiative, if necessary, in starting a movement for securing funds to provide and equip necessary office accommodations for the dean or adviser and her assistants and the employment of sufficient help to carry on a full program of dean's activities.
	H	□	□	o	O	M	35. To take the initiative, if necessary, in starting a movement for securing funds for the erection and equipment of enough modern residence halls to accommodate all girl or women boarding students.

The range of activities for the dean in the smaller schools and colleges will be wider than in the larger ones and will include many items listed as activities of the social director, mistress-of-the-hall, nurse, school physician, etc.

MINIMUM QUALIFICATIONS OF A DEAN (OR ADVISER) OF GIRLS
IN SECONDARY SCHOOLS

1. Age: 25 to 50 years.

No arbitrary rule can be made, however, governing the exact age qualification for either a dean of girls or a dean of women. So much depends upon the personality, openmindedness, understanding, and other mental traits as well as upon the degree of physical and mental health. Some women are too old at twenty-five and others too young at sixty to be successful counsellors of the young, and the reverse is true.

2. Education:

Complete secondary course or its equivalent.

Normal school or its equivalent teacher training.

Special courses or equivalent careful reading:

Psychology

Sociology

Economics

Civics

Vocational guidance

} one-year course, having
special bearing on
dean's work.

Health maintenance, one-half year.

Study of work of deans of girls, one year.

Present-day educational ideals and accomplishments.

Biographies of famous women.

The minimum educational qualification recited above will probably not satisfy the conditions of the profession a few years hence. Ultimately, the deans of secondary schools will no doubt be required to complete a college course and to have had other qualifying educational courses. During the present transitional stage there will be many women having completed only secondary school and teacher-training courses who will seek these positions and whose other qualifications fit them for the work as it is now defined.

3. Experience:

Teaching two years in upper grades or in secondary school, or its equivalent.

One year in educational administrative work giving opportunity to learn the general field of school administration, or its equivalent.

Two years, at least, in a well-conducted, refined home where the niceties of social usage have been scrupulously observed.

4. Personal appearance, voice and health:

Carriage erect and free.

Manners unexceptionable.

Hair, teeth, face, and nails properly kept.

Dress becoming, attractive, modern, not freakish, not conspicuous.

Voice well modulated.

Health above the average (rated B or higher).

5. Mental traits: At least above the average of:

Accuracy and decisiveness in conclusions, but not to the point of arbitrariness.

Accessibility.

Analytical ability.

Broadmindedness.

Carefulness.

Charm.

Cheerfulness, with sense of humor.

Clear vision, seeing the worst but dealing with the best.

Conscientiousness.

Conservatism.

Consistency.

Cooperativeness, adjustability, and helpfulness above the average.

Courage enough to speak plainly but kindly.

Courtesy.

Culture.

Deliberateness (perfect self-control).
Dependableness.
Dignity.
Diligence.
Discretion.
Earnestness.
Efficiency.
Enthusiasm.
Equitableness and judicial ability.
Firmness.
Foresight.
Frankness.
Generosity.
Good Christian character.
Good executive ability and leadership.
Helpfulness.
Honesty.
Hopefulness.
Impartiality.
Initiative.
Inspiration.
Intelligence.
Magnetism.
Modesty.
Motherliness.
Neatness and orderliness.
Patience.
Physical, mental, and spiritual poise.
Persuasiveness.
Popularity.
Practicality.
Progressiveness.
Punctuality.
Quickness of observation.
Reasonableness.
Receptivity.
Resourcefulness.
Sagacity.
Sincerity.
Studiousness.
Sympathy, understanding of young women.
Social judgment.
Tactfulness.
Unselfishness.
Versality.
Womanliness.

QUALIFICATIONS NOT INCLUDED IN MINIMUM LIST

6. Further education:

Full college course or its equivalent.

Special courses or their equivalents:

Economics, having special bearing on dean's problems.

Civics, having special bearing upon dean's problems.

Present-day educational ideals and achievements.

7. Further experience:

One year as social director, or its equivalent.

Vocational guidance

One year in business life, giving opportunity to master the elements of good business administration and methods.

One year in general nursing, or its equivalent.

One year of travel and observation of the work of deans and advisers.

MINIMUM QUALIFICATIONS OF A DEAN OF WOMEN IN INSTITUTIONS OF HIGHER EDUCATION

1. Age: 28 to 60 years. (See comment under "Age" in Minimum Qualifications of Dean of Girls in Secondary Schools.)

2. Education:

Complete college course or its equivalent.

Special courses or their equivalents:

Psychology	}	one-year course having special bearing upon dean's problems.
Sociology		
Economics		
Civics		

Health maintenance, one year.

Biographies of famous women, one-half year.

Work of deans of women, one year.

Present-day educational ideals and achievements.

3. Experience:

Two years' teaching in secondary or higher school, or its equivalent.

Two years in educational administrative work as dean (or adviser) of *girls*, or other work giving opportunity to learn the general field of school administration, or its equivalent.

4. Personal appearance and voice: Same as for deans of girls. (See page 371.)
5. Mental traits: Same as for deans of girls. (See pages 371-2) but considerably more than an average of each.

QUALIFICATIONS NOT INCLUDED IN MINIMUM LIST

6. Further education:

Special courses or their equivalents:

Appreciation of art.

Appreciation of music.

Civics

Economics

Home making

Psychology

Sociology

} Advanced course having special bearing upon dean's problems.

Vocational guidance, advanced course.

Health maintenance.

Literature specially applicable to work of advising young women.

Work of deans of women, additional year.

Normal school or its equivalent teacher training.

Short course in physical training, including practice in making physical examinations, measurements, and tests, together with making the necessary records of the same; and ability to prescribe the proper exercise and recreation to insure the maintenance of health.

Short course in psychiatry.

7. Further experience:

Additional experience as dean of *girls*.

One year as social director, or its equivalent.

One year in business life giving opportunity to master the elements of good business administration and methods, or its equivalent.

One year in general nursing, or its equivalent.

One year, at least, of travel.

Personal knowledge of good usage among cultured people, including acquaintance with high-class hotels and restaurants.

CHAPTER XXI

RELATION TO THE COMMUNITY

REASONS WHY COMMUNITY CONTACTS SHOULD BE ESTABLISHED

There are many reasons why the dean of either secondary or higher education should definitely seek to establish a strong influence in the community where the school is situated. The rather meager data at hand seem to indicate that this is done rather generally in the smaller communities but more rarely in the larger ones.

Need of Such Contacts in the Smaller Communities.
—Ordinarily a secondary school or college located in a small town and having enough girls in attendance to justify the employment of a dean occupies rather a dominant place in the community life. The members of the administrative staff and the faculty are its prominent and most respected citizens. As a rule, the homes of the town are thrown open as rooming places for the students. It is, therefore, in a very real sense a school town, much more so than larger places which are the seats of educational institutions. The greater the extent that this is true the greater the importance of close contacts between the school and the community. The dean in such a place should, therefore, select from the list of community activities given in this chapter those which can be engaged in under the circumstances and give them a prominent place in her work.

Special Need for Such Contacts in Cities.—In the larger communities there is even greater need that the dean be a woman of recognized position and influence. Cities offer more allurements to students and it is generally recognized that it is harder to maintain high ideals and discipline among the girls there than in the smaller towns. The dean should therefore, wield a wider influence where her school is located in a city. Not to go into detail here it may be stated generally that in all probability it will be possible for her to secure rather special sympathetic consideration for the students from the officials and citizens of the community. She should work to mold the sentiment of the community in favor of clean, wholesome public entertainments which are attended by the girls; of careful, conscientious management of places of amusement frequented by them—of motion picture houses in particular—and of higher standards of health and morals generally.

The Community Influence upon the Girls.—Another reason for this community contact lies in the fact that to a greater extent than is generally supposed the community and its citizens make a profound and lasting impression upon the students. Therefore, the community should be made as beautiful as possible and the places of special interest and delight in and about the town as accessible and safe for the students as possible. The tradespeople patronized by the students should be characterized at least by average tradesmen's intelligence and conscientiousness. The churches attended by students should be encouraged to make a special effort to draw students into their fellowship and worship. These results can generally be brought about gradually if the dean is a recognized force in the community and sponsors any movement in favor of these conditions.

The Student's Influence upon the Community.—The chief arraignment of so-called "exclusive schools" is

that the school management exerts itself to keep the students from contact with the community. The higher the wall separating the students from the town the greater the success of the school, they think. The result of this type of isolated education is that it sends out into the world a body of young people impractical and incapable of meeting things as they exist. This theory of education is un-American, undemocratic, and fundamentally wrong. One of the very greatest benefits a school can bestow upon its students is to give them opportunities, under favorable conditions, to acquire a knowledge of the way things are done in the adult world—the way adults think and feel, the way affairs are managed, the courtesies of adult contacts.

A body of girls spending four of the formative years of their lives secluded from normal contacts with life outside the school derive their main ideas of how to live and behave largely from their schoolmates of immature habits and ideas. The impressions they have of what the adult world is going to expect of them come mainly from their instructors, who likewise live a shut-in and impractical life, and hence they can give the girls no fair idea of what ordinary adults are like or what they will expect of them. It would be difficult to think of a greater wrong that could be done than to send young women out into the world thus inadequately prepared to meet the conditions which are sure to confront them. Happily, this condition cannot prevail absolutely nowadays in many schools, as the modern girl does not submit to such entire separation from the affairs of the world outside of the school precincts. It should be kept in mind that the school should exercise a positive rather than a negative attitude toward the life in the community and toward the share in it which the students should have. The community may thus be made to serve as a laboratory for the intimate study of the problems of life and as a training school in practical living during these formative years if the dean determines to make it such.

In an article, "The High School Adviser of Girls and the Community,"¹ the writer says:

It is just as important, and sometimes more so, to know what the girl is doing in the community as to know what she is doing at school or at home. If her home is an ignorant one or one of those modern ones which suffer from "parental paralysis" the influence of the community assumes a place of the greatest importance in her life; but even if the home be one of the finest type, the community is the great laboratory in which she tries out and often discards as impractical the ideals and standards taught her.

In another connection the same writer says, "The aim of the dean should be to make each girl a successful, intellectual, economic, social, and civic unit.

A carefully worked out plan by which the girls will be given a real part in community institutions and affairs and will learn to contribute their share to the community life will go far towards accomplishing this purpose and will be of incalculable benefit to the girls, and at the same time the service may be made a genuine contribution to the town which the citizens will appreciate.

Among the subjects which can be used in discussion group or as talks to the girls may be included various community organizations and their activities, methods of community betterment, and the share the girls may have in the community life. Part of these matters will naturally be included in the courses in citizenship, or civics, but sometimes discussions of subjects in less formal ways than are generally possible in a classroom will lead to a more personal application of the relationships and responsibilities toward community matters.

The following pages suggest some of the community institutions and affairs in which the girls may profitably identify themselves.

¹Paper prepared by Miss Jessie Gibson, Adviser of Girls, Spokane High School, Wash. and read before the Advisers Club of Teachers College, Columbia University in 1921. Now Dean of Women, Pomona College, Claremont, California.

THE COMMUNITY CONTACTS ESSENTIAL FOR DEANS

The result of one questionnaire¹ showed that secondary school advisers, at least were giving much attention to community contacts. It is apparent, however, that activity in this special field, with its compensations for the dean's work, has only just begun. From the questionnaire it appeared that in more than half of the schools reporting, this work is not conspicuous enough to be mentioned. In the discussion of this subject it is to be borne in mind that, generally speaking, there is a difference in the community contacts between secondary schools in which practically all the students live at home and those in secondary and higher schools attended mainly by boarding students. There is also a difference in certain respects in the community work which it is desirable to undertake in a small school and in a large, and in a small community and in a large one. The items enumerated below are suggested for the different types of schools in the different sized communities.

Community Activities for All Schools.—The system of standardized abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	COMMUNITY ACTIVITIES FOR SECONDARY AND HIGHER SCHOOLS
S	H	□	□	o	O	M	1. There should be cooperation with the community health authorities in their efforts to establish and maintain superior health conditions, and the dean

¹Romiett Stevens, "Adviser of Girls in High Schools," *Teachers College Record*, 20:301-23, Sept., 1919.

								should act as a connecting link between the school and the community in all matters affecting the girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		2. There should be cooperation with the community authorities to help to make the town beautiful and clean.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		3. Information should be gathered to give the girls regarding the facilities the community affords for their physical upbuilding and enjoyment as students.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		4. The dean should have enough familiarity with the home life of the girls to provide a basis for advising them upon conditions arising there which interfere with their studies and general advancement.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		5. The dean should conduct correspondence and interviews with parents and guardians regarding the girls' extra-curricular activities, health-maintenance, program, and any other matters which require the cooperation of the home in order to secure the best results for the girls in any of these fields.
S		<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		6. The dean should visit parents where possible and arrange for parent conferences, and should act as school representative in parent-teacher organizations.
S	H	<input type="checkbox"/>		o	O			7. The dean should arrange with certain women of refinement in town to entertain all the girls, or selected groups, in formal fashion once or twice a year in churches or other public places or in their own homes in order that all the girls may have at least once a year an opportunity to learn by experience what is proper behavior at such functions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M		8. The school should arrange with community authorities and with operators of theaters and other places of amusement which the girls may wish to patronize to have such places made safe for the girls and to have presented only wholesome plays and films.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. The dean should arrange for groups of girls, who will be specially profited thereby, to make excursions, under expert guidance, to worth while centers of population and points of peculiar natural or historical interest which are within convenient reach of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. Arrangements should be made with community authorities and owners of properties which are places of interest and which the girls in their recreations might wish to visit for such visits, and plan to make them pleasant and profitable.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. Where the school's policy does not prohibit it, center in the school building unobjectionable activities to which the neighborhood families may be invited and which are calculated to aid in the physical, mental, social, and moral up-building of the girls and which will establish community standards that will reinforce and strengthen all such influences.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	12. Since the school attempts to guide the girls in the selection of books for their extracurricular reading, a vital connection should generally be established with the community library or libraries and the cooperation of the librarians should be secured in having books and periodicals especially needed by the girls purchased and made available.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		13. There should be such a familiarity with the work of the chamber of commerce or similar civic body, if any, and such friendly relations established that their support may be depended upon in matters affecting the girls' welfare. In some instances this has been accomplished through giving the dean or a student, or both, the privilege of attending its meetings as a representative of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		14. When opportunity arises the school should have a representative address public gatherings, women's clubs, etc., upon topics which will tend to make better relations between the school and the community.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		15. The school policy should permit an authorized representative, preferably the dean, to write or have written interesting articles (illustrated ones if possible) for the local papers or other periodicals generally read in the community, describing any new building being erected or equipment being procured for better caring for the young women, announcing events of general interest and of actual accomplishment in the health and other welfare work being done for them.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		16. The school should give publicity to its need of more and better facilities for carrying on its work for the girls. If necessary, the dean, who is charged with the responsibility of leadership in such work, should take the initiative in starting a movement to secure funds to provide the equipment and help needed in her office and in the other departments of the school in order to carry on a full program of such welfare work.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		17. The dean should take the initiative, if necessary, in starting a movement to secure funds for the erection and equipment of enough modern-type residence halls to accommodate all girls who are nonresident students.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18. If the school has no infirmary or similar provision for segregating students during sickness, or if such facilities are inadequate to handle contagious, infectious, and serious cases, a study of the hospital facilities in the town should be made and the co-operation of those in charge of the one most convenient to the school secured in making provision for the accommodation of such cases and arrangements definitely made for quick means of transporting them to the hospital.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	19. In case any large proportion of the girls must be quartered in approved rooming houses, influence should be brought to bear to get into the district

									surrounding the school as many high-class matrons as possible. Through a term of years a dean can materially improve the standards of such houses by a consistent pursuit of this policy.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O				20. The school should take the initiative in bringing influence to bear so that only tradesmen of the better sort will locate in the district surrounding the school where the students do their buying.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M			21. The school should teach the girls to conduct their business matters properly with house matrons, shop people, fellow students, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O				22. There should be a comprehensive knowledge of the vocational opportunities in the town or city where the school is located, of the openings that are available for students desiring to earn expenses during their course in school and favorable openings in town or elsewhere for those who have completed their schoolwork. The employment and placement bureau of the school generally does this work in the larger schools, the dean having either charge of or a general oversight over the ascertainment of the qualifications and the placement of the girls.
S	H		<input type="checkbox"/>	o	O				23. The school should arrange for groups of girls interested in the various civic, commercial and industrial problems to visit the centers, offices, and plants under expert guidance that they may learn first hand the actual conditions.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M			24. The school should have each girl enter upon her registration or general information card her special community interests, in order that she may have every assistance in carrying forward successfully such interests. If possible, arrangements should be made to have the girls participate as members or assistants in these and other community activities offering special opportunities for them to learn how such activities are conducted, and to learn at firsthand the needs which call into being such activities as, for example, public playgrounds, immigrant, welfare, charitable, and similar activities.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	25. The dean should interest the girls of the school in the work of improving the conditions of the life of girls working in the factories of the community, if any.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o		26. The girls should be encouraged to study the conditions existing in the homes of the young people on the neighboring farms and methods of bettering such conditions if needed.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o		27. The dean should interest the girls of the school in extending the recreational, entertainment, social, and religious advantages of the school to the families of the outlying districts.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o		28. The school should utilize to some extent the talent of the young people of the surrounding districts, not students in the school, in the recreational, entertainment, social, and religious life of the school.
S	H	<input type="checkbox"/>	<input type="checkbox"/>		O	29. Where there are several school groups in a town or many industrial groups of young people, the schools should cooperate in any community effort to foster the organization, and help supervise the development and management, of girls' orchestras, glee clubs, chorus, singing, and other musical clubs, societies, and activities in order to establish an interest in the best music of all kinds. Music has power all its own in determining the morale of a town, including its schools.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	30. For the same reason the school should cooperate in any community efforts to foster and help supervise the development and management of dramatic, folk dance, and other amateur entertainment clubs, societies, and activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	31. An active interest should be taken in developing and maintaining musical, art, and similar community enterprises, giving utmost encouragement and support to movements which will bring to the community, and within reach of the girls, men and women who are

							leaders in national and world affairs, music, art, literature, science, religion, household arts, public welfare, industry, exploration, invention, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	32. The school should invite prominent citizens who speak interestingly and convincingly to address the girls on topics of mutual community and school interest and value.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	33. The dean should be informed of coming events in the community, such as certain conventions, national or regional, meetings of certain societies, interesting lectures, large musical or similar gatherings which would be well worth while for all the young women, or groups of them, to attend, and make the necessary arrangements for such attendance.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		34. The dean should cooperate with other deans of the surrounding region in a general movement to raise the moral standards of the young people by exchanging best methods of increasing the moral strength of the girls; by having the proper school administrative officer conduct a parallel movement for the boys; by interesting parents generally in this movement, working through the parent-teacher association, if any, or through any other available agency; by influencing the young people to continue regular attendance upon and active participation in the activities of the church and its various organizations, working to accomplish this same purpose.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		35. The school should cooperate with the Young Women's Christian Association and other religious organizations, girl scouts, campfire girls, and organizations of similar character, if any, in their programs of welfare work for girls and young women.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		36. If there are any other secondary or higher schools in the community having fifty or more girls or young women in attendance that have no dean, an attempt should be made to associate together those in the community who

								have a special interest in the welfare of girls, bringing concerted action and influence to bear upon the authorities of such school or schools to employ a competent dean.
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The dean must, of course, use great tact and discretion concerning her part in carrying out this program of community contacts. Miss Gibson, whose article on this subject was referred to earlier in this chapter, says:

It would, of course, be a horrible error for any person to try to be a moral uplifter, a reformer, or dispenser of advice in the community in which she lives. . . . Rather, a permanent foundation must first be laid and that requires a fairly permanent residence. . . . Given, then, an adviser of girls who has gradually established herself in the community as a person of worth and ability and who has the confidence of students and patrons and she will find that opportunities for allying the community with the school in training for the best type of citizenship come so quickly that it will tax her strength and ingenuity to use them all.

CHAPTER XXII

MEANS OF WINNING RESPECT AND SUPPORT

NEED FOR SUCH RESPECT AND SUPPORT

The office of dean should attain a commanding position in every institution and never be allowed to fall into a minor place of influence. If the opposite of either of these statements is true this interferes seriously with the possibility of the dean's doing the high order of work which the times require. Even the best of deans will accomplish but a minimum of the results aimed at if her position is relegated to a secondary place by the faculty and her associates on the administrative staff. Likewise, the best of deans is seriously crippled in her contacts with students if, through this relegation of the office to a place of minor importance, or for other reasons, she loses her power to influence the students. Under such circumstances the work is wearing and wanting in those rich returns which come to a successful and highly respected dean. Every dean, and adviser should establish such a spirit of sympathetic friendship with her girls that she will permit and enjoy kindly pleasantries at her expense in the student publications and diversions, but it is quite another matter when these take the form of sarcastic belittlement, ridicule, or animosity.

HOW DEANS MAY WIN THE DESIRED RESPECT AND SUPPORT

The securing of adequate equipment and necessary help, described in Chapter XXIV, is the first step toward building up prestige, or recovering it when lost,

but this is merely the mechanical or material factor in the process. There are other and greater factors which *must* be brought forward in order to win—human factors, head, heart, and soul factors, without which only indifferent success can be attained. There must be the appeal of intellectual power and attainment, of love of the students and the work, and of a spirituality that gives vision and hope.

For the encouragement of those who find themselves for any reason occupying a minor position in the school life, it may safely be predicted that, if they secure the equipment and help they need, and steadfastly pursue a course of establishing and strengthening these sympathetic contacts, they can lift their office and work to the commanding place it deserves. This does not mean that every woman now occupying the office of dean or adviser can thus make for her office and work an honored and respected place. It is one of the outstanding facts in the profession that there are a few women holding this important position, who by temperament and training, are utterly unfitted for the work. Heretofore the process of getting a place in the profession has been such that an ambitious woman with sufficient determination and influential backing could gain the office even though she lacked those warm, human qualities without which no one can properly do the work of guiding and directing girls and young women. The general recognition of standard requirements for deans and advisers will greatly reduce the number of misfits in the future. It would be best in such cases of misfit both for the individuals, for their charges, as well as for the profession that they withdraw from the work and seek some calling where their special gifts will win for them approval and real success.

Such misfits in the profession are fortunately few, Most deans have the human qualities which would make them eminently successful in their work if they were given free range. How to make themselves suc-

cessful, overwhelmed as most deans are with a burden of duties which deprive them of all opportunity for the orderly processes of self-examination and self-determination, has with many good deans been the great question. It is safe to say that every such woman can within comparatively short time win the position and recognition her office should have if she will consistently and conscientiously apply the suggestions herein offered.

CONCRETE SUGGESTIONS AS TO THE PERSONAL LIFE OF THE DEAN

Self-Appraisal Valuable.—It is an excellent thing for anyone charged with as far reaching a responsibility as the guidance of girls and young women to give herself a thorough self-examination to discover defects and needed reforms no matter how superior her qualifications nor how long she has been in the service. The most perfect engines and other mechanisms, the largest and most complete steamships and other structures performing a strenuous service undergo thorough overhauls periodically. The longer persons are in the service the more necessary becomes this periodic examination and reconditioning. This careful examination is most necessary for those who assume to be leaders of large bodies of girls and young women. Perhaps it is not fair to say that deans as a group do not analyze themselves carefully, but no harm can come from urging a most thorough self-appraisal with a view of ascertaining defects and remedying them. It is hard to conceive of anything which would be more to the advantage of all deans or which would more quickly win for them that respect and commanding recognition which the office deserves than for every present incumbent to become thoroughly acquainted with her assets and liabilities and then proceed to change the latter as far as possible to assets. No woman who expects to have a real influence upon girls can fail to give due and careful consideration to what

she wears and how it is put on. Being well dressed and well groomed are prerequisites to successful leadership among girls. If one finds oneself "taking it easy" in this particular—wearing a style of hat or a pair of old shoes because it is comfortable, failing to add the accessories of dress which take it out of the prim and too plain class, in short, being "sensible" concerning clothes—it is time to call oneself to task and order a right about face. There are several reasons to explain lack of interest in dress. Attitudes toward and habits of dress may have been formed in girlhood through a feeling that being over careful and too attentive to dress was not consistent with high scholarship and high thinking, or that it was a great waste of valuable time, or some of those who fail in this respect may have been among the girls who had the desire to dress well but for reasons of economy had to dress plainly, and this habit became so fixed, or the necessary disregard of other people's opinions forced upon them during those years of self-denial became so fixed, that even when they did reach a position where they could and ought to overcome the tendency, it was not done. Or they may have become so engrossed in the succession of duties that, even though they knew from earlier experience how to dress well and keep themselves up to date, and even had real taste, yet they have become careless about this very important matter.

Whatever the reason, there is only one sane thing for the dean to do if she finds herself in this class, and that is to determine so to dress and otherwise maintain a charming personal appearance as to challenge the respect and admiration of her associates and of the girls under her care. It is worth repeating the well-understood fact that by dressing attractively her influence will be greatly strengthened and she will be conscious of the power and poise that come from knowing herself suitably and tastefully gowned.

Those who have learned through repeated attempts that they have not the judgment and taste to do this for themselves (and there are some such) can find in practically every community competent advice and help in this problem. "Where there's a will there's a way" applies here as elsewhere. If she goes at the matter intelligently and effectively she will win the approval and respect of the girls more quickly than by almost any other means.

The Dean Should Follow Her Own Advice as to Recreation, Amusements, and Health Maintenance.—Too many deans openly and notoriously disobey those health and recreational regulations which they daily declare to be essential for those under their care. There are reasons which no doubt seemed sufficient to excuse the dean from conforming to these regulations which she knows to be salutary and necessary, but every dean should carry out in her own case the minimum systematic gymnasium or equivalent exercise which she prescribes for her girls. There is not a reason in the world for doubting that it will do her as much good, improve her health, personal appearance, and work, just as much as it will help the girls under her care.

She should also live up to the standards she sets in the satisfaction of her desire and need for amusement and relaxation. She advises the girls that, in addition to their fixed program of recreation, a certain liberal amount of healthful, invigorating amusement is one of the prime essentials for making a hearty, happy efficient person. She should not consider herself as entitled to special respect if she denies herself this necessary method of relaxation and upbuilding. Practically every dean who has been long in the service will admit that she is more or less guilty of neglecting herself in this respect, and yet the disregard of these essentials, without her realizing or suspecting it, places an impassable gulf between her and her students and constitutes

one of the chief reasons for her loss of prestige and influence. Girls are quite sure to conclude that if it is not necessary for the dean to follow the rule, neither is it necessary for them. Hark back to your own girlhood and recall what you thought of grown-ups who sagely told you that things of this sort were good and necessary for you and who nevertheless failed to follow their own advice. One of the quickest and surest ways for building up prestige and respect for yourself and your office will be to practice these commonest requirements of a healthy, hearty, happy life.

Every dean will agree that health-upbuilding and recreational activities are essentials which any one assuming to guide girls and young women should carry on in large measure, and yet there will be few who carefully and conscientiously rate themselves upon health qualifications and carefully pass judgment upon themselves in these personal matters who will not discover that they are below the requirements in several of these essentials.

Upbuilding to Overcome Deficiencies.—The next question is, Can a dean, situated as she is, build herself up in these essentials? Plainly it will be to her advantage to do so. The more nearly she measures up to the stature of a perfect dean the greater will be her success, the greater the pleasure in her work, the more rapid her advancement, and the greater will she honor and exalt her office.

A few years ago most deans would have had to answer this question in the negative. A defect in most of these essentials would have been laid to heredity, environment, or other cause largely beyond the individual's control. If an adult person lacked real sympathy or patience or resourcefulness it was deemed so near incurable that there was nothing to do but bear the defect as well as possible and to suffer the losses which inevitably resulted in going through life thus handicapped. In recent years results have been obtained in training adults who were deficient in such essen-

tials, which justify the assertion that any intelligent, determined woman who finds herself lacking in any of these respects can to a large degree overcome her handicaps by courses of training which can be carried on along with the exacting duties of her office.

Every dean therefore, and every aspirant for the work, who finds herself below the standard of the profession and who, with dogged determination, makes the necessary effort may rest assured that she can rid herself to a large extent of her disabilities and realize the benefits which will follow for herself and for her office.

CHAPTER XXIII

EXTENDING INFLUENCE BY WRITING AND LECTURING

SMALL VOLUME OF LITERATURE SO FAR PRODUCED BY DEANS

A survey of the literature bearing *directly* upon the work of deans reveals the fact that the members of this important profession, made up very largely of women of more than ordinary intelligence and consecration, are not writers. Even the periodical literature contains comparatively few contributions from them and the books dealing exclusively with their work can almost be counted on the fingers of one hand. This has not resulted from a lack of demand for such books and articles, for there is hardly a profession which more eagerly reaches out for any available help. Neither has this scarcity resulted from a lack of valuable experience worthy of being put in permanent form for the benefit of others. Probably the chief reason for it lies in the fact that deans are generally too overworked to have the time or the energy to undertake writing. The fact that there is no periodical devoted primarily to their work and that the journals of kindred professions are only to a limited degree open for such articles has had much to do with it.

Due to Misapprehension as to Demand and Supply.—The misapprehension as to the “size of the audience” has also had a bearing. Until a recent survey revealed that apparently there are now engaged in the work about 1100 deans, which number is rapidly increas-

ing, there was a general impression that, at best, there were only a few hundred who would be specially interested in such writings.

Until the recent survey of the literature of this field there was also an impression that there were more books and periodical literature upon the subject than actually existed. The catalogs and library lists as heretofore classified gave very little help to the busy deans in unearthing what books and articles there were. Some of those who sought them no doubt felt that it was too much trouble to find them. Publishers of these catalogs and library lists have been requested to include such classification titles as "Dean of Women," "Advisers of Women," etc., and it is hoped that hereafter this difficulty of lack of recognition in reference works will not be encountered.

What the Organizations of Deans Are Doing to Meet the Issue.—Until quite recently the National Association of Deans of Women in its programs for the annual meetings has placed little emphasis on the lack of literature in this field, nor has it given much encouragement to the publication of pertinent material. A few scattering papers have been published in certain current educational periodicals, and abstracts of some of the papers presented at the annual meetings have been given in the general reports of the Department of Superintendence of the National Education Association. In 1923 the National Association of Deans of Women published for the first time a volume of proceedings, which contains not only a report of the meetings but nearly all the papers given before the general group and before the different sectional groups. These volumes have been issued annually since then and are full of valuable material.

This policy of the National Association will go far toward ultimately increasing the available material in our field and will also encourage those invited to be on the program to give intensive effort to make their

papers worthy this larger public which the published reports will serve. Incidentally it will go far toward making the Association a power in shaping opinion concerning the importance of the work of deans and in showing the enlarging scope of our field.

What Individual Deans May Do.—Now, however, that this need is plainly revealed, it is safe to say that qualified members of the profession can do nothing more effective to help their fellow members raise the standard of the work of guiding girls and young women and to give prominence to and to gain recognition for the office of dean than to put into writing their experiences and methods. Thus they can make this valuable material available to both present and prospective workers in this field. The appreciation accorded those who thus serve the members of their profession will be an immediate compensation for the time and effort expended.

CONCRETE SUGGESTIONS AS TO WRITING

To some, the minimum help specified in Chapter XXIV may seem overliberal, but that estimate is based upon the assumption that most deans must be relieved of details, which subordinates can as well do, in order that they may have time for writing and for other advancement in their profession. The suggested system of preparing articles and talks outlined in Chapter X may prove of help to those deans who have found that the time at their disposal was too limited to do the necessary research work as a foundation for such writing or who find the preparation of interesting and inspiring papers difficult.

Some of the themes concerning which there is a marked scarcity of literature are suggested in the following list:

1. Student-housing.
2. General treatises on the leading phases of deans' activities.
3. Content of talks to girls on all the subjects which should

- be presented *en masse* or in groups.
4. Detailed methods of dealing with types of girls needing individual help.
 5. Essential activities of the profession.
 6. Essential qualifications for the position.
 7. Method of establishing a professional status.
 8. Relation of the national organization of deans to the general advancement of the profession, as follows:
 - a. Relationship to state and local organization.
 - b. Publication of writings of deans.
 - c. Interim activities of the national organization between annual meetings.
 - d. Requirements for membership which will ultimately give members a professional standing.
 9. Courses which colleges and universities should prescribe for preparation of deans, leading to a degree or other suitable recognition.
 10. Overcoming the crude practices now in vogue of ascertaining the girl's fitness for a specific place in life and securing the place for her.
 11. Dean's relation to the community.
 12. Community's relation to the dean and her work.
 13. Actual cooperative activity between the dean's work and that of the faculty.
 14. Actual cooperative activity between the dean's work and that of the other administrative departments of the school.

These are a few of the questions deans ask themselves whenever they meet. It is not because of a dearth of important problems in the field nor a lack of ability to do research work and to write that there is not more study material available to use in answering the questions suggested in the list.

As the deans' activities become more sharply and clearly defined, an increasing amount of research will be carried on along all these lines and the results published.

CHAPTER XXIV

OFFICE EQUIPMENT AND HELP

MINIMUM EQUIPMENT AND HELP

The dean in either secondary or higher schools must have certain facilities and help in order to carry forward her distinctive activities properly. Without at least a minimum equipment and help her work cannot be done with sufficient satisfaction to herself, her employers, and her charges to justify the attempt. Rather than undertake this important service improperly equipped it would be better for her to spend sufficient time in a movement to obtain the necessary funds to provide at least the minimum equipment and help.

SUGGESTIONS FOR SECURING FUNDS

There are many ways of securing funds for this purpose whether the institution is publicly or privately supported. Reference to only two of these will be made here.

From the School Authorities.—In case a dean is already employed and she finds a shortage in equipment, she is logically the one to start the movement for increased facilities. She should first appeal to her principal or president, showing him the need and, if possible, gain his hearty approval and support. It may be that this step will be all that is necessary; but in case she does not gain this cooperation she is fully justified in carrying her appeal herself to the school board, or other higher authority, and making an effort to impress *them* with the value of the work she is doing for the girls and the handicap she labors under by not having the necessary facilities.

It may be that the dean personally is not the one to make this appeal. In many cases some citizen, man or woman, influential with the authorities and specially interested in the welfare of girls and young women would present the case with more hope of success. Whoever undertakes this work should become thoroughly informed upon the subject. The reading of some convincing articles showing the scope and value of the dean's influence, such as are listed in the bibliography, would be helpful and suggestive.

It might be well to organize a group composed of influential people willing to support this appeal to the authorities so that continued and increasing pressure may be brought to bear, for generally it will be found that funds at the disposal of the school authorities of either publicly or privately supported schools are always so meager that they are uniformly appropriated in directions where the pressure and need seem greatest. Rarely can a dean get funds for her adequate equipment and help merely for the asking. Also rarely will she fail to get adequate equipment and help, even where the school funds are limited, if the appeal is properly made and judiciously and persistently reinforced.

It will generally be true that she can rely upon the hearty cooperation of certain of her associates in the administrative staff and faculty, for with her increased facilities and help the dean will so lighten the work of these administrative officers and of many of the faculty that they will be quite willing to join in the appeal.

From Gifts of Interested Individuals.—If after organizing the best appeal possible the dean fails to get from the funds of the institution at least the minimum equipment and help given below, she should not be discouraged, for by the proper presentation of the need to the right person or persons of means she will almost surely secure the funds required. The valuable

service of guiding the girls and young women through their formative years in secondary and higher schools presents a powerful, and in many cases, an irresistible appeal. Parents and others interested in girls and young women quite universally recognize that the rapid changes going on in our home and community life make imperative some new, far-reaching systematic work on behalf of these on-coming mothers of the next generation.

Importance of Securing Needed Facilities.—There is hardly any single movement which will so quickly elevate the profession to a place of importance, commanding the respect and support of both the authorities and the students, as this need of providing deans with sufficient equipment and help. Indeed, it would be unfair to require of deans the high standards of accomplishment outlined without providing her with proper facilities. In most cases where the value of her work is not recognized and the position occupies only a minor place in the general school economy it will be found that this is due to the fact that she lacks proper office space and adequate facilities and help with which to carry on her work. A general, united movement by deans for such equipment and help would be a great step toward giving the work a professional standing and securing the recognition it deserves.

Deans in smaller secondary and higher schools can manage their work with less office space, equipment and help, but it is essential that they have all the facilities their work requires. However, since the dean in the higher educational institutions generally has to provide housing facilities and placement in such houses for nearly all her girls, she will need enlarged filing facilities and more clerical and other help than the secondary school dean unless the latter is also in charge of a large boarding department.

After very careful consideration of the multiple demands upon the dean and the inestimable loss to the

girls, if her work is in any way made ineffective through lack of either equipment or help, the following suggestions are made of what seems imperative in any secondary or higher school.

Equipment for Deans in Secondary and Higher Schools.—The standardized system of abbreviations and symbols adopted throughout the handbook is used here. (For explanation see page XIV of the Preface.)

EQUIPMENT FOR DEANS IN SECONDARY AND HIGHER SCHOOLS						
Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M
1. A light, airy, cheerful, well-ventilated, well-heated, artistically decorated and furnished private office, which no one else occupies during the dean's hours. This privacy should be insisted upon. It is desirable that the dean's private office have two doors, one by which the student enters from the outer office, and the other an exit directly into the hall. This arrangement would often save embarrassment to the student, as she need not pass a group of waiting students in the outer office, running the gamut of their eyes after an interview.						
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	
2. An equally light, airy, cheerful, well-ventilated, well heated, artistically decorated and furnished <i>outer</i> office, especially where the number of girls to be cared for exceeds five hundred. Where the number of girls does not justify the exclusive use of an outer office, then the <i>joint use of a convenient</i> outer office equipped as above indicated should be provided preferably with some other administrative officer, always having someone in attendance to meet the dean's visitors and show them in turn into the private office.						

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	3. A desk which may be locked. Usual desk equipment, including vases for flowers.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	4. Chair exactly to the liking of the dean.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. Stenographer's desk, typewriter, and chair.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. A file or cabinet which can be locked for the following and other data:
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. Complete list of students, giving home address, parent or guardian, city address, schedules, and other data.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. Student employment; both lists of students and lists of opportunities to work.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. Letter file.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	d. Student-housing list of approved boarding and rooming houses where nonresident students are in attendance and there are insufficient institution-operated housing facilities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. Classified reference material, clippings, notes, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. Chronological file of student extra-curricular events.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. Record of absences, excused and unexcused—where the dean interviews students and grants excuses for absences.
S	H	<input type="checkbox"/>	<input type="checkbox"/>		O	M	8. Additional files to contain:
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. Classified list of student location by streets, showing those living at home, in boarding places, or in the various residence halls.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. Attendance records where this forms part of the dean's work.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	c. Vocational guidance: Records of students' preferences or aptitudes for specific vocation.

							Records of opportunities in the various vocations.
							Requirements of various vocations (job analyses).
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		d. Lists and addresses of deans of girls and others whose advice and co-operation are useful.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	9. Two chairs or more for callers.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. Settee to accommodate several callers.
	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		11. Invalid chair where the school has no infirmary.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		12. Couch for temporary rest and relaxation.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	13. A bookcase with space for dean's own carefully selected library of professional books and carefully selected library of books to loan to girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		14. Reading table (in outer office) supplied with magazines and other periodicals for waiting visitors.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		15. Table for display of literature, including books of rules, pamphlets, leaflets, etc., pertaining to the school and needed by the girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	16. Mimeograph or other duplicating device.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		17. Apparatus and equipment for physical and mental tests where there is no physical director, physician, or nurse.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	18. Several peculiarly artistic and inspiring pictures.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		19. Wall map or atlas of the state, nation, and world.
S	H	<input type="checkbox"/>	<input type="checkbox"/>		O	M	20. Wall map of city or town showing streets, transportation, etc.
	H		<input type="checkbox"/>	o	O		21. Wall map of plan of grounds showing location of buildings.
S	H		<input type="checkbox"/>	o	O		22. Similar plan of interior floors of buildings to which students need to be directed.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		23. Hinged chart frame to display school pictures (buildings, athletic fields, etc.) and scholastic and other attainments by classes or departments.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		24. Conveniences for care of outdoor wraps, umbrellas, etc.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	25. Linoleum or rug on both offices.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		26. Window facilities for a plant or two.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	27. Shades so adapted as to permit perfect control of light at all times of day.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		28. Closet for stationery and general storage.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		29. Private toilet with washbowl, mirror, towels, etc., or at least washbowl, mirror, towels, etc., in room with screen.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	30. Shoe-cleaning kit.

Secondary Schools	Higher Schools	Small Schools	Large Schools	Small Communities	Large Communities	Minimum	HELP FOR DEANS OF SECONDARY AND HIGHER SCHOOLS
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	1. Ample stenographic and clerical or secretarial help for:
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	a. Letters to parents.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	b. Letters to students.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		c. Miscellaneous correspondence with fellow deans and others.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		d. Preparation of professional books, articles, and addresses.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	e. Filing the several classifications of material.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	f. Caring for callers and making appointments for interviews.

S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	g. Taking telephone messages.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	h. Arranging appointments for inter- views with students and others.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	2. Physical director.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		3. Student counselors and other leaders in recreational activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		4. School physician or medical adviser.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	5. Nurse.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	6. Social director and assistant in social activities.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		7. Director of residence halls and other student-housing, where there are many residence halls and several other types of student-housing.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O	M	8. Mistresses-of-the-halls—this help is al- so needed for secondary schools where there are boarding students and resi- dence halls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		9. Assistant dean in a large secondary or higher school of 750 or more girls.
S	H	<input type="checkbox"/>	<input type="checkbox"/>	o	O		10. Vocational counselor.

CHAPTER XXV

DISTINCTIVE FEATURES OF THE WORK OF SECONDARY SCHOOL DEANS

Probably adults more often fail to understand and guide high school students sympathetically, understandingly, patiently, and successfully than during any other period of their lives. While the adult adviser is still considering the boys and girls as children, they themselves are thinking in terms of being grown up. They feel fully able to take over the choices and decisions concerning their activities and are apt to be resentful of interference or criticism. It is with this group that the most expert guidance is needed—apparently giving them free choice, but in reality most adroitly determining this choice for them. Their immaturity and inexperience make them assume the manners, the dress, the customs, the freedom of their elders. Mary at fourteen cannot see why the hours for her social events should be shorter than for Amy, her twenty-year-old sister. Recently the author saw quoted a paragraph from “The Young Enchanted,” in which Peter Westcott says to Millie and Henry:

What we middle-aged and old have to do is to feed the young, to encourage them, laugh at them, give them health and brains, such as they are; to stiffen them, to be patient with them and for them; not to lie down and let the young trample on us but to work with them, behind them; to clear the ground for them; to sympathize and understand them and to tell them, if they shouldn't see it, that they have such a chance such an opportunity as never before has been given to the son of man.

WORK OF COLLEGE AND SECONDARY SCHOOL DEAN
CONTRASTED

The duties of high school deans are not essentially different from those of college deans except in the matter of housing students. This one difference does affect the secondary school dean's work in that she has no control over home conditions, which vitally affect the attitude of the girl toward all that the school stands for. The dean cannot control the girl's choice of companions, her hour of retiring and rising, her conduct in social affairs, her studiousness, and many other of her personal affairs. Nevertheless, even with nearly all her students living at home, the high school dean can gain the active cooperation of the parents in her work for the students. If the dean builds up a reputation for good judgment, sound sense, pleasing personality, ability to cooperate and to understand the viewpoint of others, sympathy for conditions she finds, and tact in adjusting herself and her efforts to them, the parents will welcome her help in leading their sons and daughters to select their friends wisely, to choose their recreations out of school on the principles and suggestions worked out by the social program in the school.

VISITING TEACHER OR SOCIAL WORKER

In the large secondary schools where the number of pupils make it impossible for the dean alone to establish the intimate contacts with the individual pupils and their homes, assistants become necessary. In some instances these helpers are called visiting teachers and in others social workers. Such a social worker¹ writing on this subject says:

The work of the visiting teacher is to give the dean and teacher the knowledge of the environment and aspiration of the

¹Mrs. Myra P. Mackey, "My Experience in Two Schools," Twelfth Yearbook (1925), National Association of Deans of Women. p. 118.

home, to make known the difficulties in the path of Mary and John; in the end, to turn the student over to the teacher physically, mentally, and spiritually fit to be taught.

This preventive work will make remedial measures unnecessary. The duties of these assistants often include collection of statistics, checking up the causes of absence, and other matters not wholly within the dean's field.

Whether there is such an assistant or not there is placed upon the dean the burden of so impressing the girl with the principles of right thinking and right living that she will become a law unto herself. The college dean may make and enforce a ruling that girls shall not smoke. The high school dean can only hope to lead the girl to decide for herself against the practice. While it is just as true in the secondary school as in the college that example is better than precept, the high school dean must rely upon direct teaching to prepare the girl for emergencies or conditions as they arise, and hope that when these occasions present themselves the high school girl will be as safeguarded as her elder sister who is in college.

This calls for a broad development of extracurricular activities the educational value of which is recognized in order that the dean may have real situations wherein to work. This is all the more needed when we consider that the high school group is much more heterogeneous than the college group, which, indeed, is highly selective. Until such time as the school recognizes that it should provide a dean of boys the high school dean must control the making of the social register for the whole school, both boys and girls. She must see that there are clubs to represent every wholesome interest of the students. She cannot do this alone but must secure the cooperation of the teaching force. And yet, while she gratefully accepts all the assistance she can secure from her colleagues, it is incumbent upon her to evaluate each extracurricular activity on the basis of its contribution to the desired objective.

Among the most valuable activities of this kind are those which incite interest in outdoor life. In fact, this is one of the easiest parts of the high school dean's work. Boys and girls of this age have inherent interests in birds, hikes, plant life, camping, and all kindred things. One essential is either for the dean herself to be an expert outdoor enthusiast or to have ability to enlist the help of others in carrying on this phase of the extracurricular activities.

A tendency among high school girls to imitate all the college girls' social activities should be guarded against. There should be parties, social organizations, but the formal affairs (proms, class dances, etc.), secret societies with all their artificiality of rushing, bids, secrecy, expense, and many other social activities which may well be saved for the college period, should be adroitly side-tracked.

SECONDARY SCHOOL ORGANIZATIONS

The Girls' League.—Most important among the activities carried on by the writer of this chapter is the Girls' League. This league is comprised of all the girls on register. No dues are required. Meetings are held once a month during regular auditorium period with all boys excluded. The officers comprise the cabinet, which arranges the program of meetings and determines the policies. The election of officers is made a serious occasion. A nominating committee brings the result of its deliberations to the dean. The dean in turn consults the faculty class advisers as to scholarship, character, and leadership qualifications of the nominees. She exercises her right to make changes in the personnel of the list of candidates. Formal ballots are printed and the election duly held, every care being taken to make it an honest one. New officers are installed with dignified ceremony. Solemn injunctions are transmitted by the former incumbents of the various offices, their duties are defined, and an effort is made to make the position carry a sense of

honor and responsibility. Outside speakers, artists and entertainers are utilized, but about one-third of the meetings are conducted by local talent from the student body.

In one of the commercial and manual training high schools the league is centering upon the study of vocations for girls. Experts in the various lines of employment address the club. They explain, sometimes by moving pictures, the nature of the work and give the qualifications required, the chances of promotion, remuneration, etc. Soon after the lecture the group of girls interested in that particular activity make a visit to the plant. The telephone exchange, newspaper offices, department stores, nurse's home and hospital, factory, etc. are in turn visited. The cooperation of the various business houses and industries has been most cordially secured. Sometimes they send busses to transport the girls from the school to the plant and it is not unusual to find a "tea" or "party" awaiting the girls on their arrival.

Student Council.—There are many organizations subsidiary to the league. One of these, the student council, is composed of two representatives chosen from each home room by the students or appointed by the teacher. The province of the student council is to bring suggestions before the whole body politic looking to the betterment of the school. These suggestions, which may be brought by any member, are discussed pro and con. When one appeals to the majority as good a committee is appointed to bring it to the attention of the principal. If it meets with his approval he takes measures to install it. For instance, it had been the custom in the school for twenty years at the auditorium exercises to have the flag carried forward for salute by two girls. The council pointed out that, as our country's flag represents both men and women, it would be appropriate to have it carried by a boy and a girl. Suggestions were also made as to the

selection of the flag bearers, making it a distinctive honor. These suggestions were put into immediate effect.

Girls' Service Club.—Membership in the Girls' Service Club is limited to sixty (the registration of the school is about 1,800.) Members are selected on the basis of ability to be of service and by invitation of the club. The club serves, first, the school in any capacity required, and, second, the community. This is the money-making organ of the league. Its members conduct sales of candy, school badges, buttons, and pennants. All moneys are handed over to the treasury of the league. In turn the league finances the Service Club for its needs. Service Club members are "minute men," standing ready to do anything requested by principal or faculty. They act as ushers and other attendants at commencement, entertainments, and other affairs requiring service of this kind. They relieve the teachers of corridor duty, look after the neatness of halls and classrooms, etc. They dress dolls and make or buy toys for the community Christmas tree for poor children, fill boxes for the Red Cross distribution abroad, and every term they entertain the blind children and the crippled with a picnic or a party. At their meetings they discuss the happiness they get from service to others.

Other Organizations.—Among other organizations under the league are the Girls' Glee Club, the Girls' Orchestra, the Fencing Club, the Hockey Club, the Swimming Club (using the Y. W. C. A. pool), the Scholarship Club, the Student Advisers and many grade and home room clubs. The number and nature of the organizations vary in the different schools.

CHARACTER FORMATION

During the past year character and personality have been stressed in the group conferences. Group conferences are held in all our high schools. When a

group is in conference with the dean they are excused from recitation. At least one conference a term is held with every grade, thus bringing the dean in personal touch with every high school girl in the city. The girls are at liberty to make appointment for a private conference at any time.

VOCATIONAL GUIDANCE

It is the custom to hold a personal interview with every senior before she is graduated. It is the writer's opinion that too many girls go to college who are not of "college timber" and also that too many girls go to normal school who should not be teachers. It is not always easy to dissuade a girl from her decision. It can be done only by suggesting another objective which appeals to her. On the other hand, it is a great joy to be able to help a girl who is mentally equipped for college to solve her problem of financial shortage when she had been regarding this barrier as insurmountable. By means of loan funds from women's organizations and gifts from citizens who respond generously when request is made, it has been possible to meet the needs of such cases.

Helping girls to make a choice when they are going directly into the business world is a serious proposition. When occasionally the dean realizes that she has been of real practical service, there is a feeling of elation which no money reward could give. To recite one specific case, a senior just before graduation handed in the filled-in questionnaire that is customarily required. Among many questions propounded, she answered as follows:

What subject have you least enjoyed? Stenography and typing.

What subject have you most enjoyed? History.

What are you going to do? Be a private secretary.

Naturally the inference was that this girl had not done well in stenography and typing, but on investiga-

tion it was found that she was a leader in both classes. In the interview that followed she said she had taken a commercial course without seeking advice, supposing it to be the proper thing to do in a commercial school. She was going to be a secretary because a flattering position had been offered her by an executive who had requested the school to send him its most competent product. The girl reiterated her dislike of the work, however. She was not aware that there was anything that she particularly liked. After answering "No" to a number of suggestions she said, "Oh, I would love it!" in answer to the question whether she would like to be a kindergarten teacher. Not to allow her to jump again at conclusions, she was sent to visit the kindergarten training class at the normal school. It resulted in her resigning her prospective position and entering the normal school. Two years later in attending the normal school commencement a young woman approached with beaming eyes. It was this girl. After recalling herself to the memory of the dean, she said, "I am graduating tonight the happiest girl in the whole city." After two years of kindergarten teaching she wrote, "I remember saying to you when I graduated that I was the happiest girl in the city, I want to tell you now that I am the happiest girl in all the world, I just love my work."

It is evident that high school advisers need special training in vocational guidance and the opportunity to assemble the data regarding the positions open to girls and women in order to be capable counselors in this field. A list of occupations engaged in by women is given in Appendix H. The references given in the bibliography under "Vocational Guidance" will be found helpful study material in rounding out needed preparation.

APPENDIX A

MINIMUM ESSENTIALS FOR PHYSICAL EDUCATION IN NORMAL SCHOOLS

The following material is taken from a report prepared by a committee consisting of Katherine L. Cronin, State Normal School, Bridgewater, Massachusetts, Chairman; Ruth F. Atkinson, State Normal School, Worcester, Massachusetts; and Florence A. Somers, formerly of State Normal School, Salem, Massachusetts; and was issued by the Massachusetts Department of Education as a manual for teachers.¹

The purpose of the department of physical education in normal schools, for which this syllabus is intended as a guide for the two-year teacher training course, is twofold:

1. Personal. (a) To help the individual student to develop to the highest point of physical efficiency by establishing health habits and correcting as far as possible structural or organic defects; (b) to establish physical recreation habits; (c) to develop highest ideals of sportsmanship; (d) to develop leadership.

This first purpose stated is worked out by means of (a) physical examination of every entering student; (b) a course in personal hygiene; (c) individual corrective work; (d) gymnasium work, including marching tactics, floor work, apparatus work, folk dancing, group contests, and games; (e) recreational clubs and women's athletic associations, which conduct athletic tournaments (hockey, basketball, baseball, tennis, bowling, etc.), hikes and winter sports, etc.

¹No. 6, Whole No. 152, 19 pp., 1924.

2. Professional. To train in methods of applying all of the above to children.

This second purpose is worked out through (a) study of selection of schoolroom and playground activities for children of different ages; (b) methods of presenting activities (giving commands, organizing groups, etc.), using the normal class for practice teaching; (c) supervised practice teaching of children in the training school; (d) study of school hygiene and first aid; (e) practice in applying eye and ear tests, and in determining weight and height, as well as taking such other measurements as pertain to deviations from the normal.

PHYSICAL EXAMINATION (Student Health Service)

A thorough examination should be made of all candidates for admission by a physician appointed by the principal with such assistance as may seem necessary and desirable. This initial examination should be followed by reexamination of such students as would seem to require it during the year. Each student in whom defects are found should be reexamined near the end of each school year. All candidates for graduation should be examined during the last term.

a. Purpose:

1. To discover the degree of physical fitness of the candidates for the work of the school and for the teaching profession and to recommend means for the correction of defects found.
2. To discover and to make known to the principal any physical condition which might be considered to render a candidate permanently unfitted for the teaching profession.
3. To obtain a definite basis upon which the school program or the habits of living of a student may be adapted to her physical abilities when limitations are recognized not sufficient to debar her from completing her course.
4. To stimulate effort to higher standards of efficiency and to demonstrate to the student the ability of the human mechanism to respond to correct habits of living.
5. The physician appointed by the principal should be authorized to make the final recommendation as to the fitness of

a student to enter the school or to complete her course of study or any part thereof.

6. To provide data for reference and comparison.

b. Suggested procedure:

1. Examination made by physician with such assistance as stated above:
 - (a) Condition of heart, lungs, throat, glands, scalp, skin, teeth, spine, and feet.
 - (b) Weight, height, and lung capacity.
 - (c) Results of examination of eyes and ears.
 - (d) Simple facts regarding family history, previous illnesses, accidents and operations, intestinal and menstrual conditions, and headaches.
 - (e) Reports on sleep, diet, and exercise.
2. Summary of above data by physician, based on findings of examination.
3. Each student found to have correctable defects is asked to report to the teacher of physical education on a specified date that these defects are under treatment or to bring a signed statement from the physician or dentist when treatment has been completed.

A. THEORY:

I. Personal hygiene:

Foreword: This outline indicates the main essentials that every student should possess by the end of her normal school training. It is taken for granted that each instructor of hygiene will plan her own order of topics and method of presenting these facts and will use the devices best suited to her situation to establish in her students the related health habits.

a. Introduction:

1. Definitions: anatomy, physiology, hygiene.
2. Health: its meaning, values, and dangers.
3. The body as a machine.
4. Mental and physical efficiency.

b. Anatomy:

1. Cell, tissue, organ.
2. The skeleton in general; bones, cartilage, joints, ligaments.
3. Muscles, tendons.
4. Chief organs of head, thorax, abdomen, pelvis.
5. Nervous system.

c. Body mechanics:

1. Posture:
 - (a) Values of good posture: physiologic, economic, social.

- (b) Points of good posture: standing, sitting, walking, sleeping.
 - (c) Causes of poor posture:
 - (1) Structural.
 - (2) Functional:
 - Malnutrition and rapid growth.
 - Faulty habits.
 - Recent fashions.
 - Improper school furniture.
 - Improper clothing.
 - (d) Dangers of poor posture.
 - (e) Detection of types of faulty posture:
 - (1) Round shoulders (kyphosis).
 - (2) Hollow back (lordosis).
 - (3) Lateral curvature (scoliosis).
 - (f) Correction of faulty posture:
 - (1) Food and rest for malnourished.
 - (2) Development of posture sense.
 - (3) Exercise:
 - General correction.
 - Individual correction. (Values of it; dangers unless done under expert supervision)
 - (4) Emphasize values and dangers of braces.
 - (g) Vertical line test. (May be given periodically in gymnasium classes.)
2. The feet:
- (a) The arches of the foot:
 - (1) Structure.
 - (2) Functions.
 - (b) Weak feet:
 - (1) Detection.
 - (2) Causes.
 - (3) Prevention.
 - (4) Correction.

(Emphasize values and dangers of steel arch supporters; use of rubber sponge.)
- d. Reproductive system:
- 1. Structure of pelvic organs.
 - 2. Development and functions (puberty, pregnancy, menopause).
 - 3. Menstruation:
 - (a) Significance. (Stress normal psychological attitude toward it.)

- (b) Abnormal menstruation:
 - (1) Symptoms.
 - (2) Causes. (Emphasize effect of bad psychology.)
 - (3) Prevention.
 - (4) Treatment. (Caution against use of medicines and operations except upon expert advice.)
- (c) Hygiene of menstruation:
 - (1) During month.
 - (2) During the period (bathing, exercise, etc.)
- 4. Social hygiene.
- e. Respiratory system:
 - 1. Need of oxygen in body.
 - 2. Structure and functions of organs of respiration. (Relationship between respiration and circulation.)
 - 3. Lung power and capacity:
 - (a) Importance.
 - (b) Means of increasing.
 - (c) Dangers of underdeveloped lungs.
 - 4. The air:
 - (a) Functions:
 - (1) To supply oxygen.
 - (2) To reduce body temperature.
 - (b) Essential qualities:
 - (1) Cleanliness (freedom from dust, organic odors, etc.)
 - (2) Movement.
 - (3) Temperature.
 - (4) Humidity.
 - (c) Window ventilation (other systems of ventilation under school hygiene.)
 - 5. Colds:
 - (a) Dangers.
 - (b) Causes (immediate and predisposing factors.)
 - (c) Prevention high body resistance.)
 - (d) Prevention of spread.
 - (e) Treatment.
- f. Circulatory system:
 - 1. Structure and functions:
 - (a) The organs of circulation.
 - 2. Systems of circulation:
 - (a) Systemic.

- (b) Pulmonary.
- (c) Lymphatic.
- 3. Disorders and diseases of circulatory system:
 - (a) "Heart trouble":
 - (1) Symptoms.
 - (2) Possible causes.
 - (3) Relationship to regular exercises.
 - (b) Anemia:
 - (1) Symptoms.
 - (2) Treatment.
- 4. Ways of increasing power of heart (the vasomotor system).
- g. Digestive system:
 - 1. Organs of digestion:
 - (a) Simple structure and functions of each.
 - 2. The story of digestion.
 - 3. Food requirements of body.
 - 4. A well-balanced diet:
 - (a) Classes of foods:
 - (1) Values of each.
 - (2) Where found.
 - (b) Selection of food:
 - (1) Normal requirements.
 - (2) Factors determining kind and amount needed.
 - 5. Health rules to follow.
 - 6. Weight:
 - (a) Significance.
 - (b) Assimilation of food (effect of exercise).
 - (c) Eat and grow fat.
 - (d) Eat and grow thin.
 - 7. Disorders and diseases:
 - (a) Malnutrition, rickets, anemia.
 - (b) Constipation, causes, treatment.
- h. Special sense organs:
 - 1. The eye:
 - (a) Structure and function of each part.
 - (b) Care (Distinguish between optician and oculist.)
 - (c) Disorders and diseases:
 - (1) Myopia, hyperopia, astigmatism.
 - (2) Eye strain, symptoms, causes, care.
 - (3) Granulated eyelids, pink eye, etc.
 - 2. The ear:
 - (a) Structure and functions of the parts.

- (b) Care. (Emphasize danger of putting anything in ear.)
- (c) Disorders.

i. The skin:

- 1. Structure.
- 2. Functions. (Stress significance of perspiration.)
- 3. Cleanliness:
 - (a) Importance: hygienic, social, psychological.
 - (b) Bathing: kinds of baths and values of each.
 - (c) Care of hair, nails, etc.
- 4. Cosmetics vs. health rules.
- 5. Clothing.

j. Oral hygiene:

- 1. The teeth:
 - (a) Structure.
 - (b) Kinds.
 - (c) Second dentition. (Stress importance of first teeth.)
 - (d) Values of good teeth: physiological, social.
 - (e) Care of teeth: daily cleanliness; dentist's services.
 - (f) Disorders and diseases due to neglect of teeth.
- 2. Tonsils and adenoids:
 - (a) Lymphoid tissue.
 - (b) Dangers of diseased tonsils and adenoids:
 - (1) Symptoms in children.
 - (2) Effect on school work.
 - (c) Operations:
 - (1) Good results.
 - (2) Distinguish between diseased and merely enlarged.
 - (3) Emphasize need of expert surgeon, general anesthetic, after-care, determining condition of heart beforehand.

k. Mental hygiene:

- 1. The central nervous system:
 - (a) Structure.
 - (b) Function.
 - (c) Development from birth.
- 2. Habit:
 - (a) Physiology of.
 - (b) Value of reducing all things possible to subconscious.
 - (c) Efficiency.

3. Fatigue:
 - (a) Physiology of.
 - (b) Relief: exercise, rest.
 4. Recreation: active vs. "commercial."
 5. Proper balance: sleep, work, recreation.
 6. Good mental habits.
 7. Social aspects of mental hygiene.
- l. Physiology of exercise (effect of exercise on the above system.)
 - m. Suggestions for establishing health habits in students:
 1. Critical study by students of their own method of living and the effect of habits upon themselves, through record keeping, private conferences with instructor, and class-room discussion.
 2. Athletic training rules.
 3. The school athletic association may award points for each month that the rules are lived up to.
 4. The hygiene grade for the term may be increased if a satisfactory health record is kept.
- II. Public health (suggestions for third or fourth-year course):
1. General discussion. History of public health.
 2. Social and economic aspects of disease.
 3. Vital statistics.
 4. Health laws: child labor laws.
 5. Health administration: quarantine.
 6. Occupation, hygiene of.
 7. Health agencies, public and private.
 8. The public health nurse and the social worker.
- III. Health education:
- a. Aim: healthy, happy children as a basis for a healthy, sane nation.
 - b. Method:
 1. School environment:
 - (a) The teacher.
 - (b) School site:
 - (1) Distance from center of population.
 - (2) Grounds:
Soil.
Topography (playground.)
 - (3) Neighborhoods:
Playground—noise—distractions.
Safety.
 - (c) The building:
 - (1) Lighting.

- (2) Ventilating } principles and
 - (3) Heating } special devices.
 - (4) Lavatories.
 - (5) Drinking water.
 - (6) Cloak rooms.
 - (7) Cleaning: janitor service.
 - (8) Safety devices.
 - (d) The classroom:
 - (1) Size.
 - (2) Windows.
 - (3) Blackboards.
 - (4) Furniture.
 - (e) Curriculum:
 - (1) Time schedule: order of studies, two-session day, noon meal, etc.
 - (2) Recesses, rest periods, physical education periods.
2. Health supervision of children:
- (a) Physical examinations (the state law) by teacher: eyes, ears, height and weight.
 - (b) Inspection. (Note rash, running nose, flushed face, pallor, undue breathlessness, etc.)
 - (c) Clinics and follow-up work.
 - (d) Health specialists:
Physician, nurse, nutrition specialists, health education specialist, physical director.
 - (e) Cooperation with the home, the Parent-Teacher Association.
 - (f) Nutrition: school lunches, nutrition classes, and height and weight charts.
 - (g) Handicapped children:
 - (1) Mental (ungraded classes.)
 - (2) Physical (open-air schools.)
 - (h) Communicable diseases:
 - (1) Detection.
 - (2) Disposal of children. (Stress dangers of the lay person taking too much responsibility.)
3. Training children in health habits:
- (a) General plan of procedure:
 - (1) Arouse interest.
 - (2) Teach "training rules." (Give specific simple directions; emphasize one new thing at a time.)

- (3) Prevent lapses into bad habits. (Inspection and reports. Make habits pleasurable.)
- (4) Maintain interest by varying the devices.
- (5) Correlate with other subjects.
- (6) Cooperate closely with supervisor of physical education, nurse, doctor, and home.
- (7) Establish ideals of health.

IV. First aid:

"The Red Cross Manual for First Aid" is recommended as a textbook for this course.

V. Safety education:

"The Massachusetts State Manual for Safety Instruction" is recommended as a textbook for this course.

VI. Methods of physical education (teaching, administration, and management:

a. General and initial investigation of conditions which must dictate the content of the program. By physical examination determine extent and kind of exercise:

1. Physical condition:

(a) Of child.

(b) Of plant. By examination of plant as to size and safety, determine type of exercise possible.

2. Climatic condition.

3. Time allotment—opportunity for after-school organization. Length of definite periods will dictate content of program. Number of children available after school hours will determine extent of extracurricular activities.

4. Age aims—to be based on tables and charts compiled from reliable and recent data.

5. Need for and kind of corrective measures. Both to be determined after careful examination and by careful selection of corrective measures.

6. Progress and achievement of child. Methods for measuring, recording and evaluating progress in health and motor achievements.

b. Lesson objectives. The evaluation of types of exercises, such as social, hygienic, corrective, recreative, aesthetic, etc.

c. Recreational projects: field days, festivals, pageants, outdoor excursions, etc.

d. Preparation for lesson. The building up of a single lesson, as well as a plan for the entire year, is here considered as based on the specific value of types of activities as related to the general educational objectives.

Lesson plan:

- (a) Pupil: special needs, dress, etc.
- (b) Place: classroom, gymnasium, playroom or playground.
- (c) Time: as to length, frequency, and time of day.
- (d) Content: as dictated by equipment.

e. Commands:

- 1. Qualities and use of voice.
- 2. Brevity, clearness, and precision of phrasing.
- 3. Division (preparation, pause, execution.)
- 4. Substitution of numerals or signs for words.
- 5. Assistive commands and admonitions.

f. Tactics:

- 1. For the individual in the classroom, the group in the gymnasium, the mass on field days.
- 2. Scope of material within the schoolroom where facilities are limited.
- 3. Scope of material where facilities are ample.
- 4. Formation of classes for floor work, apparatus work, games, athletics, and dancing. The formations other than in the classroom will develop through teaching of tactics. For the classroom, they will be determined largely by the grade and mainly as to the relative positions of boys and girls.
- 5. Use of marching for manifestation of the various rhythms and time values.

g. Singing games and story plays:

- 1. Formations: circle, square, etc.
- 2. Selection of materials built around live situations.
- 3. The individual interpretations of situations and experiences rather than suggested interpretations, thus kindling imagination.
- 4. The assembling and relating to occur at the time of teaching the song, reading or telling the story, of these interpretations.

h. Floor exercises:

- 1. Method of presentation. (Memorized drills have no place in this consideration.)
 - (a) Imitation should predominate in kindergarten and first grade. Leader may be teacher or chosen pupil.
 - (b) Command. Aim to be toward quick and accurate orientation, execution and selection of movements.
 - (c) Rhythmical repetition (fitting exercises into proper space and time.) Purpose: increased function of vital organs.

- (d) Method of leading from command exercises to rythmical repetition. Mainly for correction of faulty execution of movements.
- 2. Valuation of exercises. (Considered only for normal individuals. For corrective purposes, the value becomes specific.)
 - (a) Essential. Only big muscle exercises fall in this group and must be part of lesson, no matter how brief.
 - (b) Secondary. Smaller in scope, less general in effect.
 - (c) Unessential. When involving only small parts of body such as fingers, hands.
- 3. Progression of exercises:
 - (a) Two-movement exercises from the fundamental position. The simplest form of movement of single parts of the body for children of elementary grades.
 - (b) Two-movement exercises from any other starting position. Simple exercises for beginners above elementary school age.
 - (c) Four-movement exercises based on the foregoing and requiring motor sense. Mimetic exercises may here be considered.
- 4. Assistive means to insure attention on performance.
 - (a) Alternating directions in rythmical repetitions.
 - (b) Change of formations so as not to have the same ones in front leading all the time.
 - (c) Alternating varying rhythms.
 - (d) Groups carrying varying rhythms simultaneously.
 - (e) Utilizing the canon or round form of divided rhythm.

} To cultivate self-willed attention.
- i. Heavy apparatus:
 - 1 Methods for class work:
 - (a) Class apparatus work. (Requires duplicates sufficient for large numbers.)
 - (b) Sectional apparatus work. (Requires trained section leaders.)
 - (c) Formation of classes or sections for the various types of apparatus.
 - (d) Giving aid both for safety and instruction.
 - (e) Construction and adjustment of apparatus.
 - (f) Terminology of material.
 - (g) Progression of exercises.
 - (h) Grading and marking in efficiency.

- (i) Judging in competition.
- (j) Stunts with and without apparatus.
- j. Athletics (See Massachusetts Physical Education Bulletin, 1924. No. 1.)
- k. Organized recess:
 - 1. Purposes:
 - (a) To furnish opportunity in worth-while activities for large numbers.
 - (b) Furnish opportunity for group activity and pupil leadership.
 - (c) Stimulate after-school and holiday recreation.
 - (d) Teach responsibility.
 - 2. Permanent organization of groups:
 - (a) Selection and training of leaders.
 - (b) Pupil officials: captains, custodians of equipment, recorders of achievement.
 - (c) Periodical contests.
 - 3. Suitable activities for the various grades.

B. PRACTICE.

I. Personal:

This section of the course has for its aim the all-round development of the individual student, for health, bodily control, moral practices, and social behavior. It should have no connection with the professional work in physical education, but should attempt to develop in every student a real love for activity itself; allowing the student to forget for a time that she is in school to learn how to teach, and to expend all her energy on enjoyment of personal freedom and achievement. She should learn, indirectly, many things from this physical work besides love of exercise; she should learn cooperation with others, giving in readily to others, or coming forward and taking the leadership, as occasion demands; she should add to her sense of fair play, justice, and kindness; her activities should develop grace and poise and erect carriage; her natural sense of rhythm should be brought out; she should gain the qualities of courage and fearlessness in attempting something new or difficult, and the art of thinking clearly and acting promptly in difficult situations.

The types of activity which may be used:

a Gymnastics:

1. Marching tactics (military drill.)

Aims: Alertness and quickness of response, the unconscious feeling of an individual in relation to a group; methods of

handling large groups of people in the most efficient manner

Means: Simple and common movements for the individual and the group.

2. Setting-up exercises:

Aims: To develop coordination of the parts of the body; to encourage quickness of response and accuracy in form; to stimulate healthy functionings of the muscles and vital organs; to develop good postural habits; to give the feeling of united group-action to the individual.

Means: An attempt should be made to include some exercises of the following types in every lesson:

- (a) So-called "order exercises," to develop quickness of response.
- (b) Relaxing exercises, to free tension of muscles.
- (c) Large-muscle exercises, for hygienic aims. Mimetic exercises may be placed in this group, being especially interesting because they represent well-known forms of activity.
- (d) General corrective exercises, such as spine stretching, foot rolling, etc.
- (e) Balance exercises for control and equilibrium.
- (f) Jumping exercises to develop ease of movement and safe landing positions and to stimulate heart and lung action.
- (g) Suggestions for deep breathing exercises which follow as a natural result of vigorous exercises.

3. Exercises with light apparatus, as dumb bell, Indian clubs, wands, etc., may be used where such equipment is provided as a variation from the setting-up exercises, with the same aims and means.

4. Exercises on heavy apparatus.

Aims: Fundamental activities of running, jumping, and climbing are made use of, the power to control one's body over obstacles is developed, and the moral qualities of courage, effort, and fearlessness, etc., are exercised.

Means: Exercises on such pieces of apparatus as stall bars, ropes, rings, boom, horse, buck, box, ladders, and balance boards.

It is desirable that the students be taught to give assistance to those working on the apparatus.

5. Corrective exercises:

Aims:

- (a) To assist normal individuals in maintaining the correct position of the body, including feet.
- (b) To provide extra time and special individual exercises for those who have either acquired bad postural habits or who have defects which may be improved by exercise.
- (c) To assist individuals in correcting organic disorders, such as constipation, dysmenorrhea, etc.

6. Stunts:

Aims: To add variety and fun to the program; to provide big muscle exercises which will stimulate effort by their difficulty of accomplishment.

Means:

- (a) Individual stunts, as the forward roll, jumping through the stick.
- (b) Contest in couples, as rooster fight, pull the stick.
- (c) Group stunts, as the merry-go-round, skin the snake, pyramids.

b. Dancing:

- 1. Folk dancing: This type of dancing is important because of its recreative qualities and the pleasure obtained in the natural rhythm and exercise of the dance. The students should be urged to imagine the true setting of the dances and to forget themselves in the freedom and joy of the action. This feeling may be destroyed by too much attention to form and technique.
- 2. Character dancing.
- 3. Social dancing: It might well be the special mission of the department of physical education to teach the correct forms of social dancing and to encourage the practice of social courtesies and decorum.

c. Athletics:

The word "athletic" is here used in a large sense to include all varieties of games from simple individual and fundamental activities to the most highly organized team games, and the sports of golf, tennis, swimming, etc.

1. Group games and simple team games:

- (a) Relay races, such as shuttle relay, obstacle relay, etc.
- (b) Circle games, such as three deep, beetle goes round, etc.
- (c) Ball games, such as dodge ball, line football, etc.

- (d) Miscellaneous games, such as prisoner's base, duck on the rock, etc.
2. Team games: Official rules for all games and those especially adapted to women's use should be adhered to. These games may be fitted into a full program by using certain games in only one season. A selected list of such games is suggested:

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Field hockey	Volley ball	Hemenway ball
Soccer	Captain ball	Playground ball
Field ball	Basketball	Baseball

3. Individual sports: It is desirable that as much work of this type as possible be included in the class work. These sports are important, not only for physical development and health, but because they give the student opportunity of learning several types of motor activity which are fundamental in most games and which she may make use of for leisure-time recreation. Local conditions will determine which of these are most feasible. This type of athletics includes track and field events, tennis, skating, swimming, hand ball, golf, rowing, etc.
- d. Extracurricular activities: It is not possible to incorporate the above suggestions for games and athletics into the program of all of the normal schools, both on account of lack of equipment and lack of time. It is possible, however, in many cases to provide a program of extracurricular activities which may include many of the above, with additional possibilities, such as hiking, rowing, paddling, camping, winter sports, interpretive dancing, etc.

These extracurricular activities may be organized into a women's athletic association, or other organization, which may have for its general aims: to promote interest in all forms of physical recreation, and to inculcate the highest ideals of health and character.

A point system for acquiring honors may be developed. A proportionate number of points are awarded for participation in practice for a sport, for playing through a schedule of games, for being captain or manager of a team, and for making the "honor" varsity team. For instance:

Field hockey:	Points
Attendance at three-quarter of the practices scheduled . . .	25
For playing in three-quarter of the games scheduled . . .	25
Captain or manager of team	10
A position on any final picked teams, such as Harvard and Yale teams chosen to play a final game or an honor varsity	15

Tennis:

Champion	50
Runner up	35
Surviving first round	10
Participating in tournament	5

Hiking:

Hikes 5 miles and over up to 10	5
Hike 10 miles and over	10

Active membership in the athletic association and honorary emblems shall be earned according to the total number of points won in the various activities; for instance:

Active membership	100
School emblem	250
An association pin	500

II. Professional:¹

a. Story plays:

b. Rhythmic plays:

c. Games:

1. Games for little people should have as few rules as possible.

The circle formation is the simplest of all and tends to bring about a spirit of unity among the players. As the games become more difficult to play, more rules are involved and each player has a distinct duty to perform in his position on the field.

2. Aims:

- (a) To make all activities highly enjoyable and physically valuable.
- (b) To stimulate quick response with precision of reaction to stimuli.
- (c) To develop skill, alertness, strength, endurance, bodily control, accuracy of judgment, and inspiration.
- (d) To cultivate respect for rules and regulations, a love of fair play, a sense of justice, and a social spirit as the best training for citizenship.

3. Method of presentation:

- (a) Learning the fundamentals through the actual playing of the game, interrupted by frequent suggestions and explanations by leader.

¹Since the section under the heading "Professional" applies to Grades 1 to 6, nearly all of it has been omitted. In as far as the need for personal physical fitness for the teacher is stressed and certain items in the technic of teaching apply to all pupils of whatever age these are included.

(b) Learning details by description and diagram.

4. Practical suggestions:

- (a) All activities out of doors when possible. Time may be saved by a brief description before leaving class.
- (b) Study of what children do after school hours and its bearing upon the recreational work of the school.
- (c) Encourage timid children.
- (d) Choose games suitable to the age, sex, previous training, and physical condition of the group, as well as play space and equipment.

d. Floor exercises:

1. Since conditions make it impossible for all work to be given out of doors, it is necessary for the student to know how to conduct satisfactory lessons in the schoolroom.

Aims: Educational effect shown in quickness of response and accuracy of interpretation of command. Corrective effect obtained by stimulating good postural habits and insisting upon correct execution of each gymnastic exercise, leading toward good body mechanics. Hygienic effect produced by rapid repeated contractions of large groups of muscles, resulting in increased functional activity of all vital organs.

3. Essentials student should possess in order to teach gymnastics effectively:
 - (a) Good carriage.
 - (b) Clear, decisive, stimulating voice.
 - (c) Knowledge of principles and purpose of gymnastic exercise.
 - (d) Ability to do the work in good form, in order that she may make effective demonstrations.
 - (e) Actual experience in interpreting and in making lesson plans, in teaching, in criticizing positions, in detecting faults and good points.
 - (f) Student should know cues for good standing and sitting positions.

e. Athletics:

Means: Events suited to age and sex, that are simple and easily planned.

1. Individual contests: Contests between an individual and certain standards. They are tests of proficiency and development. Events for individual tests may be chosen from the following activities: climbing (including pull-up), running, jumping, vaulting, throwing (distance and accuracy), stunts, volley ball serves, tennis serves.

APPENDIX B

LECTURE TOPICS ON STUDENT HEALTH

Cornell, at its founding in 1868, required a thirty-lecture course in hygiene for every student in his first year. This requirement continued until 1904, when it was abolished and a course in hygiene was offered but not required. This scheme continued until the fall of 1919, when hygiene again became a required subject, this time a sixty-lecture course. These lectures are given by the physicians of the medical adviser's office to the freshmen and sophomore class which are divided into groups averaging 135 members each and meet once a week. The lectures are 50 minutes in length and are supplemented by considerable demonstration material and by charts. A notebook and a preliminary examination are required for each of the four terms. The final examination is waived where the term's average in notebook, preliminary examination, and attendance is 85 per cent or better. The "hygiene requirement" is administered by the dean of the university faculty and the Faculty Committee on Instruction in Hygiene and Preventive Medicine. No credit is given, but the satisfactory completion of four terms' work in hygiene is a university requirement for graduation. Following is the schedule of lecture topics for 1925-26:¹

OUTLINE OF LECTURE SCHEDULE

Hygiene I. Personal Hygiene:

1. The health program at Cornell University; factors that influence health.

¹The sex-hygiene content of these lectures has been published in Health Education Program, Cornell University, by D. F. Smiley, *Social Pathology*, Vol. 1, No. 5. United States Public Health Service.

2. Bacteria and disease; the development of the germ theory.
3. Infection and resistance.
4. Immunity.
5. The hygiene of the nose and throat; nasal obstruction; tonsils and adenoids; ear trouble.
6. "Colds"—are they preventable?
7. The personal prevention of tuberculosis.
8. The preventable causes of mental disease.
9. The causes and prevention of nervousness.
10. The importance of positive health to the individual and to the community.
11. The structure and physiology of the genital system.
12. The mechanism of reproduction; the development of the sex instinct; hygiene of sex.
13. The venereal diseases.

Hygiene II. Personal Hygiene:

1. Foods—types and amounts needed.
2. The mechanism of digestion, absorption, storage, and utilization; the prevention of indigestion and constipation.
3. The hygiene of vision.
4. The functions and care of the skin.
5. The hygiene of growth.
6. Teeth and their care.
7. Posture and health.
8. The hygiene of the circulatory system and kidneys.
9. The muscles and exercises; the benefits of exercise.
10. Safeguarding athletics; exercise facilities at Cornell.
11. Heredity and health.
12. The emergency treatment of unconsciousness—artificial respiration.
13. The emergency treatment of wounds.
14. Why an annual physical examination? Results of examination of freshman class.

Hygiene III. Hygiene of Environment:

1. Man the most frequent source of infection for man; epidemiology; carriers.
2. Animals as sources of infection for man.
3. Air and disease; climate and disease.
4. Ventilation.
5. Soil and disease.
6. Water and disease.
7. The provision of a safe water supply.
8. Sanitary housing; sanitary disposal of wastes.
9. Food deficiencies, poisons, infections, adulterations.

10. Milk and meat—their proper production and handling.
11. Alcohol, tobacco, coffee, and the narcotic drugs.
12. Nostrums and quackery.
13. Insects and disease.
14. Occupational health hazards.

Hygiene IV. Public Health:

1. The development of public health and preventive medicine.
2. Community problems in mental hygiene—mental disease, mental deficiency, delinquency, drug addiction.
3. Community problems in sex hygiene—venereal disease, illegitimacy, prostitution, divorce.
4. Tuberculosis and the community.
5. The problem of the diseases of middle life—the degenerative diseases and cancer.
6. The community's interest in maternity and infancy.
7. Safeguarding the health of school children.
8. The health of the industrial workers.
9. Military hygiene.
10. The place of the voluntary health organizations in public health work.
11. Official health agencies.
12. Physicians versus quacks; the problem of providing good medical care.
13. Nurses and hospitals; the problem of providing good hospital and nursing service.
14. The cost versus the results of public health work.

APPENDIX C

HEALTH UPKEEP GRADING TABLE¹

Another method of measuring our results is to be tried during the coming year, 1926-27. Using the table of defects and faulty health habits appended, we shall mark each student at the time of the annual physical examination, deducting 5 per cent for every faulty health habit and every remediable defect found, and marking on the basis of 100 per cent. We shall thus rate each individual upon his health upkeep, and penalize him for his health inheritance, or irremediable health deficit. An average health upkeep rating of about 85 per cent is what we think we have in our present entering class; an average health upkeep rating of 100 per cent is what we can aim to get in that same class at graduation. Certain it is that if health knowledge *can* prevent disease and foster health it ought to do so to a measurable degree in four years among a group of college students.

HEALTH UPKEEP GRADING TABLE¹

Each group is valued at 5 per cent. Even one defect in a group subtracts the 5 per cent of the whole group.

1. Nutrition:

More than 10 per cent underweight.

More than 10 per cent overweight.

2. Posture:

C or D grade of postural abnormally:

¹"Education in Health at Cornell University," Haven Emerson et al, *American Journal of Public Health*, April, 1921.

Slight modifications have been made in this table to adapt it to use for the women students.

Stoop neck.
Round hollow back.
Drop shoulder.

3. Vaccination:

No vaccination mark and no history of smallpox.

4. Eyes:

Vision 20|24 or less and not properly corrected by glasses.
Vision 20|13 or more and not properly corrected by glasses.

5. Ears:

Discharging ear, not under treatment.
Impacted cerumen plugging entire canal.
Deafness, uninvestigated by specialist.

6. Nose:

Defects causing symptoms, yet uninvestigated by specialist.

7. Sinuses:

Chronic sinus infection, not under treatment.

8. Teeth:

Uncorrected dental caries.
Abscessed teeth.
Marked tartar deposit.
Dead tooth not examined by X-ray within two years.
Pyorrhea, not under treatment.

9. Tonsils:

Tonsils judged chronically infected from history and appearance.

10. Hernia.

11. Veins:

Hemorrhoids or varicose veins (operable.)

12. Genitals:

Phimosis.
Large varicocele threatening atrophy of testes or causing pain.
Hydrocele.

13. Feet:

Improper posture of feet, grade C or D.

14. Stimulants:

Using more than 10 cigarettes, 5 pipefuls, 2 cigars, 2 cups of coffee, or 2 cups of tea a day.

15. Bathing:
Bathing less than twice a week.
16. Eating habits:
Indigestion and hurried meals.
Indigestion and eating irregularly.
Indigestion and improper diet.
17. Evacuation habits:
Bowels constipated, and not given chance to move at regular time at least once a day.
18. Exercise habits:
Exercising less than—
one hour a day walking.
Two hours a week vigorous exercise.
19. Sleep habits:
Less than eight hours sleep, with fatigue symptoms.
20. Recreational habits:
One hour a day through the week.
One-half day on Saturday or Sunday, in addition to exercise time.

APPENDIX D

HEALTH HABIT LIST

Even college students need to have some of these very simplest health habits inculcated. This very full list is therefore appended in the belief that it may suggest items perhaps not otherwise presented at all, or else not sufficiently emphasized. So many adults fail to observe some of these simple but essential health habits that, even at the risk of being charged with including puerile material, the suggestion is made that each school select the items to be stressed, and place this selected list in the hands of every student.

HABIT LIST

This list was compiled by a committee of experts appointed by the Commissioner of Education of the State of New York in 1921.¹ on health training in elementary schools. They made a very detailed report, which included the following items which are equally applicable to students of secondary and higher schools. Certain items have here been omitted as not applicable to secondary and higher schools. This will explain the omission of certain numbers and letters from the outline.

A. Cleanliness:

I. Personal

1. Skin:

- a. Take a cleansing bath with soap and clean hot water at least once a week.
- b. Take a daily sponge for cleanliness.

¹University of the State of New York, Bulletin 748, Health Education, Syllabus on Hygiene, pp. 7-16.

- c. If health permits, take an invigorating bath each morning.
 - d. Wash the hands, wrists, face, neck, and ears frequently.
 - e. Wash the hands before eating and after toilet.
 - f. Rinse and thoroughly dry the skin.
 - g. Use the showers after exercising and before entering swimming pool.
 - h. Never use common unclean towels or wash cloths.
 - i. Never use preparations unless prescribed by a physician.
2. Hair and scalp:
 - a. Keep the hair well combed and brushed.
 - b. Wash and shampoo the hair and scalp at least once a month for girls; twice a month for boys. Rinse thoroughly with clear water.
 - c. Never use common combs or brushes.
 - d. Do not use applications, special preparations, harmful soaps, or dressings of any kind unless prescribed.
3. Nails:
 - a. Keep the nails clean and trimmed.
 - b. Avoid biting the nails.
4. Mouth:
 - a. Keep the fingers and all unclean foreign bodies out of the mouth.
 - b. Cleanse the mouth, tongue, and teeth.
5. Teeth:
 - a. Select a toothbrush carefully and care for it properly.
 - b. Brush the teeth regularly and correctly.
 - c. Visit the dentist regularly.
6. Nose:
 - b. Use a clean handkerchief.
 - g. Never use sprays, washes, and salves in the nose unless prescribed by a physician.
7. Ears:
 - b. Keep all foreign bodies out of the ears.
8. Eyes:
 - a. Wash or bathe eyes with clear water.
10. Toilet:
 - a. Avoid unclean public toilets; protect seat.
11. Mind:
 - a. Be clean in thoughts, speech, writing.

II. Surroundings:

1. School:

b. Corridors:

- (1) Keep corridors clean.
- (3) Keep drinking fountains and their surroundings neat and clean. Keep school toilets neat and clean.

d. Playroom or gymnasium:

- (1) Avoid littering playroom, gymnasium, and lockers.
- (2) Guard against such unhygienic practices as spitting on hands and floors.

e. Playgrounds:

Keep all refuse in proper receptacles.

2. Home:

- a. Help to keep the home sunny, clean, and orderly.
- d. Assist in preventing and removing dust wherever found.
- e. Avoid leaving "left-overs" around until spoiled.
- f. Do not leave anything around that will attract flies, rats, or mice.

3. Community:

- c. Practice the same hygienic habits in public buildings and parks that you practice at home.
- d. Do not sneeze or cough in public places without using your handkerchief.

III. Food and drink:

- 7. Avoid the common drinking cup. Use no dishes or eating utensils in common with others.
- 8. Avoid drinking from brooks, springs, and wells not known to be pure and wholesome.

B. Food and drink:

- I. Cultivate a taste for essential foods.
- II. Drink sufficient milk daily.
- III. Eat some hard, coarse-grained foods daily.
- IV. Eat plenty of clean fruit or vegetables daily.
- VI. Drink water frequently.
- VIII. Avoid poor drinks, such as tea, coffee, and cheap highly colored soft drinks.
- IX. Avoid all candy and other sweets that are not good, pure, and clean.
- X. Avoid eating highly seasoned food.
- XI. Refrain from eating improperly prepared foods.
- XII. Eat candy and other sweets only after meal.

- XIII. Do not drink many iced drinks.
- XIV. Masticate all food thoroughly (eat slowly.)
- XV. Avoid drinking while food is in the mouth.
- XVI. Avoid eating when fatigued or immediately after strenuous exercise.
- XIX. Eat regularly.
- XX. Weigh yourself accurately once a month. Try to keep your weight up to standard.
- C. Breathing:
 - I. Breathe through the nose.
 - II. Take full breaths frequently.
 - III. Avoid dry, dusty, and impure air.
- D. Elimination of body excretions:
 - I. Skin:
 - 1. Keep the pores open by:
 - a. Perspiring freely every day.
 - d. Nonuse of skin preparations unless prescribed by a physician.
 - III. Kidneys:
 - 1. Use the toilet regularly and respond promptly to nature's signal.
 - 3. Avoid excessive use of proteins.
 - 4. Never use alcoholic beverages.
 - 5. Avoid overexertion, fatigue, and undue exposure.
 - 6. Secure a yearly urinalysis.
 - 7. Avoid all medication, treatment, and appliances for the kidneys unless prescribed by a physician.
 - IV. Intestines:
 - 1. Have a regular and natural bowel movement at least once a day.
 - 3. Eat laxative foods daily.
 - 4. Practice each morning upon rising some abdominal exercises.
 - 5. Avoid all medications and treatments unless prescribed by a physician.
- H. Rest and relaxation:
 - I. Sleep a sufficient number of hours.
 - II. Sleep under proper conditions.
 - III. Take short periods of rest whenever necessary.
 - IV. Relax frequently.
- I. Heat, ventilation, and humidity:
 - I. Heat:
 - 1. Observe and help to regulate temperature.
 - 2. Consult the thermometer frequently.

3. Avoid overheated rooms.
4. Avoid excess clothing indoors.

II. Ventilation:

1. Secure an adequate supply of pure air at all times.
2. Detect impure air by the nose.
3. Do not rely upon deodorants to purify the air.
4. Avoid dangerous drafts.

J. Habits relating to sense organs:

I. Eyes:

1. While reading, writing, or doing any close work let plenty of light from over the left shoulder fall on your work. If left-handed, let light shine from the right.
2. Use light that is agreeable to the eyes.
3. Sit erect and place your book or paper about 12 to 15 inches from the eyes.
4. Avoid fine print, blurred letters, and glossy paper.
5. Refrain from reading while riding or lying down.
6. Rest the eyes when tired.
7. Observe early symptoms of eye trouble, and go at once to your family physician.
9. Never wear glasses not properly fitted to your eyes.
10. Refrain from rubbing the eyes with fingers, soiled handkerchiefs, or unclean towel.
11. Go to a physician if you get a foreign body or "speck" in your eye that cannot easily be removed.
12. Avoid any medication or treatment for the eyes unless prescribed by a physician.

III. Nose:

1. Keep the nose free from all obstructions.
2. Use the nose for detecting bad air and bad food.

IV. Mouth, tongue, and throat:

2. Keep the tongue clean by brushing as far back as possible with a toothbrush or scraping with a spoon.
3. Rinse the mouth thoroughly at least once a day.

K. Speech:

- II. Avoid mumbling, stammering, and stuttering.
- III. Avoid speaking with anything in the mouth.
- IV. Cultivate a pleasing voice.
- V. Make use of vocal drills to improve speech.

L. Brain and nervous system:

- I. Secure regular and sufficient sleep, relaxation, and healthful recreation daily.

- II. Indulge in frequent periods of mental and physical relaxation.
 - III. Plan each day's activities intelligently.
 - IV. Practice steadiness and quietness of person.
 - V. Drop cares and responsibilities during periods of eating, recreation, and rest.
 - VI. Be moderate and temperate in all things.
 - VII. Avoid the cynical, hypercritical, and pessimistic attitude.
 - VIII. Recognize pain as a danger signal.
 - IX. Avoid taking medication for pain unless prescribed by a physician.
 - X. Never use narcotics, alcoholic beverages, sedatives, or tonics for the correction of nervous troubles unless prescribed by a physician.
 - XI. Do not use tobacco in any form while the body is growing.
- M. Habits of mental health:
- I. Cultivate wholesome habits of thought.
 - II. Be cheerful in work or play.
 - III. Develop a spirit of cooperation, sympathy, and unselfishness.
 - IV. Assume rightful responsibility.
 - V. Be kind and considerate.
 - VI. Be persevering, patient, and thorough.
 - VII. Be truthful, sincere, and candid.
 - VIII. Cultivate mental industry.
 - IX. Cultivate imagination.
 - X. Observe intelligently.
 - XI. Conserve mental energy.
 - XII. Develop poise.
 - XIII. Be courageous but not imprudent.
- N. Sanitation and disease prevention:
- I. Practice health habits.
 - II. Have a thorough physical examination at least once a year.
 - III. Have all remediable physical defects corrected.
 - IV. Avoid undue exposure: wet feet, wet clothes, cold rooms, and dangerous drafts.
 - V. Do not sleep with any person whom you know to be sick; sleep alone if possible.
 - VII. Do not visit sick friends unless permitted by some responsible person.
 - VIII. Avoid crowds during epidemics of communicable disease.
 - IX. "Swat the fly."
 - XI. Aid in the extermination of all vermin injurious to man.

APPENDIX E

HEALTH AND PHYSICAL EXAMINATION FORMS

If schools generally would adopt the following official forms in their entirety, making such additions as are deemed essential, it would greatly aid in statistical work regarding student health.

NUMBER 1. HEALTH EXAMINATION BLANK—MEDICAL

NUMBERS 1 AND 2 ARE ISSUED BY THE WOMEN'S FOUNDATION FOR HEALTH

Recommendations

Subsequent Visits: Conditions

No.
Name

No.....

Health Examination Blank—Medical

Date.....

Name..... Age..... S..... M..... W..... Children..... L..... D..... Misc..... A.....

Address..... Birthplace.....

Education: School..... College..... Normal..... Special.....

Health—Contrast with 1 yr. ago.....Wt.: Gaining..... Losing..... Stationary.....

Occupation..... Congenial.....

Disease Incidence

Disease Incidence

Family: Cancer..... Tbc..... Mental..... Nephritis..... Diabetes.....

Personal: Scarlet.....	Tonsillitis.....	Chorea.....	Ac. Rheu.....	Bone and Joint Pain.....
------------------------	------------------	-------------	---------------	--------------------------

Bronchitis..... Pneu..... Influenza..... Diphtheria..... Typhoid.....

Ear conditions..... Other Illness.....

Ear conditions.....	Other illnesses.....
Operations.....	Accidents.....

Operations		Accidents	
Condition During Past Year			
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

Condition During Past Year

Headache..... Dyspnoea..... Dizziness..... Pain.....

Frequent Colds..... Palpitation..... Indigestion..... Fatigue.....

Cough.....	Fainting.....	Swelling.....	Overwork.....
------------	---------------	---------------	---------------

Acute Condition

Eyes..... Glasses..... For Reading..... Constantly..... Date of last Exam.....

Teeth: Visits to Dentist: Regular..... How often..... Date of last Visit..... Was an x-ray taken?....

Brushed.....Times a day.....What used.....Floss.....Pyorrhoia.....

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Bathing: Cold.....	When taken.....	How often.....	Warm.....	When taken.....	How often.....
Diet: Meals at home.....	Self Prepared.....	Cafeteria.....	Restaurant.....	Boarding House.....	
Appetite.....	Green leaf veg.....times a day	Meat.....	Water.....	glasses a day.....	
Three Meals....	Potatoes.....	Desserts.....	Milk.....	glasses a day.....	
Eaten Hastily..	Other Root.....	Candies.....	Tea.....	cups a day.....	
Betw. Meals....	Fruits.....	Ice Cream.....	Coffee.....	cups a day.....	
Special Likes.....		Special Dislikes.....			
Elimination: Frequent Urination.....	Night.....	Dysuria.....			
Bowels: Twice daily.....	Once.....	Constipation.....	Diarrhoea.....		
Regulated by Diet.....	Water Drinking.....	Special Exercises.....			
Laxative Habit.....	What.....	How Often.....	Enemata.....		
Menstruation: Beganyrs. Regular.....	Interval.....	Duration.....	Menopause.....		
Flow.....	Time Lost.....	In bed.....	Leucorrhoea.....		
Cramps.....	Backache.....	When.....	Duration.....	Nausea.....	
Sleep: No. of Hours.....	Continuous.....	Insomnia.....	Windows Open.....		
Hours Per Day: Work.....	Study.....	Relaxation.....	Outdoors.....	Active Exercise.....	

Examination

General Appearance.....	Temp.....	Wt.....	Average Wt. for height and age.....
Eyes: Conj.....	Pupils react to L.....	Accom.....	Strabismus..... Disease.....
M.M.....	Nose.....	Tongue.....	
Throat.....	Tonsils.....		
Teeth: 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8	✕ = unfilled cavity	Gums.....	
8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8	0 = not present	Pyorrhoea.....	
	plate		
Ears: Hearing—R.....	L.....	Wax.....	Discharge.....
Thyroid.....	Tremor.....	Exophthalmos.....	
Mammæ.....	Retracted Nipples.....	Mass.....	
Heart:		Pulse:	
Apex impulse felt.....cm. from midsternal line		At Rest.....Rate.....Rhythm.....	
Perc.:		After Exercise.....Rate.....Rhythm.....	
Ausc.:		(40 running steps)	
Apex		After 3 min. Rest...Rate.....Rhythm.....	
Base		(Recumbent)	
		Plood pressure.....systolic	
		diastolic	
		Arteries	
Lungs:			
Abdomen:			
Hernia.....	Lymph Nodes.....		
Extremities.....	Joints.....		
Reflexes.....			
Varicose Veins.....			
Skin.....			
Vaginal Examination.....			
Rectal Examination.....	Hemorrhoids.....		

Laboratory Tests Recommended:—

NUMBER 2. HEALTH EXAMINATION BLANK—PHYSICAL

Recommendations :

No. Name Age Date


	1st	2nd	3rd	4th
	Pts.	Pts.	Pts.	Pts.
Height				
Average weight.....				
Weight				
*Lung capacity.....				
*Chest expansion.....				
At rest.....				
Forced exp.....				
Forced insp.....				
Costal angle.....				
At rest.....				
Forced-exp.....				
Forced insp.....				
*Muscle strength.....				
Forearm, R.....				
Forearm, L.....				
Chest				
Shoulders				
Back				
Legs				
Total				

* Chest expansion taken only when lung capacity can not be taken.
Lung capacity and muscle strength tests not to be taken until medical examination has been given.

	1st	2nd	3rd	4th
	Pts.	Pts.	Pts.	Pts.
Gymnastics:				
Class				
Individual				
Athletics				
Social:				
Dancing				
Walking				
Clubs				
Theater				
Movies				
Music				
Adequate				
Points				

	1st	2nd	3rd	4th
	Pts.	Pts.	Pts.	Pts.
Date				
Medical points.....				
Physical points.....				
Total points.....				
Grade				
Examiner, medical				
Examiner, physical				

	1st				2nd				3rd				4th					1st				2nd				3rd				4th			
	R.	L.	R.	L.	R.	L.	R.	L.	R.	L.	R.	L.	R.	L.		R.	L.	R.	L.	R.	L.	R.	L.	R.	L.	R.	L.						
Feet:															Abdomen:																		
Good.....															Sl. round.....																		
Enormous.....															Prominent.....																		
Pronation.....															Flatt.....																		
Slight.....															Thick.....																		
Marked.....															Sagging.....																		
Long-arch:															Back:																		
Good.....															Good.....																		
Reared.....															Round.....																		
Low.....															Long round.....																		
Flat.....															Hollow.....																		
Tendons:															Round hollow.....																		
Normal.....															Flat.....																		
Pair.....															Strong.....																		
Foot.....															Weak.....																		
Transverse Arch:															Shoulders:																		
Good.....															Good.....																		
Low.....															Forward.....																		
Flat.....															Chest:																		
Bulging.....															Deep.....																		
Callous.....															Flat.....																		
Toes:															Narrow.....																		
Good.....															Forward of abd.....																		
Strong.....															Hollow at sh.....																		
Weak.....															7th Cervical:																		
Crowded.....															Good.....																		
Curled.....															Sl. rounded.....																		
Straight.....															Prominent.....																		
Bubbled.....															Neck:																		
Great Toe:															Rect.....																		
Straight.....															Forward.....																		
Joint enlarged.....															Head:																		
Corns:															Rect.....																		
Number.....															Forward.....																		
Location on top.....															Tipped.....																		
Between toes.....															Total Displacement:																		
Pain:															Forward.....																		
Foot: Long-arch.....															Backward.....																		
Trans arch.....															Lateral.....																		
Dorsal surf.....															Hips:																		
Plantar surf.....															Level.....																		
Leg Anterior.....															Prominent.....																		
Posterior.....															Scapulae:																		
Abdomen.....															Good.....																		
Back.....															Prominent.....																		
Neck.....															High.....																		
Legs:															Shoulders:																		
Straight.....															Level.....																		
Bowed.....															High.....																		
Knock-knee.....															Tense.....																		
Postural.....															Pain.....																		
Total Correction:															Spine:																		
Good.....															Straight.....																		
Fair.....															Flex. ant.: Good.....																		
Poor.....															Limited.....																		
Shoes:															Flex. lateral: Good.....																		
Good.....															Limited.....																		
Fair.....															Deviation:																		
Poor.....															Total.....																		
Grade.....															Cervical.....																		
Points.....															Cervico-dorsal.....																		
															Dorsal.....																		
															Dorso-lumbar.....																		
															Lumbar.....																		
															Rotation:																		
															Cervical.....																		
															Dorsal.....																		
															Lumbar.....																		
															Correction:																		
															Good.....																		
															Fair.....																		
															Poor.....																		
															Grade.....																		
															Points.....																		



Remarks:

Name.....Date.....

Medical

*Nutrition	*Development	Vaccination	
*Skin			
*Gross abnormalities			
*Eyes—Inspection			
Visual acuity: R. eye		L. eye	
*Ears—Inspection			
Noise perception: R. ear		L. ear	
*Nose			
*Tonsils			
*Mouth			
Teeth			
Tongue			
*Lungs: Excursion			
Condition			
*Pulse: Character			
Rate Horizontal			
“ Standing			
“ After exercise			
*Heart: Inspection			
Condition			
Blood Pressure: Horizontal		Syst.	Diast.
Vertical		Syst.	Diast.
Abdomen			
Nervous			
*Glandular			
Urine: Reaction	Specific Gravity	Albumen	Sugar
Microscopic			
*Remarks			
*Recommendations			

Examiner.....

NOTE: Items marked * are suggested as essential.

MEDICAL EXAMINATION, DEPARTMENT OF HYGIENE
COLLEGE OF THE CITY OF NEW YORK
(EACH EXAMINER SHOULD INITIAL HIS OWN DIAGNOSIS)

[illegible]

NAME		DEPARTMENT OF HYGIENE, COLLEGE OF THE CITY OF NEW YORK				DATE		No.	
QUESTIONS		Answers First Examination	QUESTIONS	Answers First Examination	Answers Second Examination	Answers Third Examination	Answers Fourth Examination		
Place of Birth			Date of this record						
Date of Birth			Present Address						
Name of School last attended			Age Yrs. Mos.						
Birthplace of Father			What illness have you had recently? (Give date)						
Birthplace of Mother			How long were you ill?						
Derivation of Student			How many days did you lose because of your illness?						
(A) English			Have you recovered completely? (Give date)						
(F) French			Do you ever cough up blood?						
(G) German			What exercises have you had? What is your weight now?						
(E) American			What was your greatest weight? Date?						
(F) Or			How many hours of exercise do you take a week and what is nature of this exercise?						
Father's Occupation?			How much time do you spend outdoors a week?						
How long in this occupation?			How many hours do you sleep each night?						
Has any member of your family or friends ever had			Do you sleep alone?						
(A) Consumption			Do you keep your bedroom windows open at night?						
(B) Sallow			When do you brush your teeth?						
(C) Scrophulous			How often do you consult a dentist? When did you go to the dentist last?						
(D) Cough									
(E) Nervous									
(F) Or any other disease									
Have you had (give date)									
(A) Sore Throat									
(B) Rheumatism									
(C) Heart Trouble									
(D) Kidney Trouble			How often do your bowels move?						
(E) Typhoid Fever			How often do you bathe?						
(F) Pneumonia			(A) In Summer						
(G) Bronchitis			(B) In Winter						
(H) Pleurisy			How often do you change your under- clothing?						
(I) Or other serious disease			(A) In Summer						
Do any effects of such illness persist?			(B) In Winter						
If so, what?			Are you doing any work for pay?						
What injuries or operations have you had?			How much of your time does it take? Could you stay here if you earned nothing?						
What weakness or tendency to ill health have you?			Remarks:						
Date of last vaccination			This record was examined by						

APPENDIX F

SUGGESTED MATERIALS FOR A SYNTHETIC, NON-DEPARTMENTALIZED COURSE OF SOCIAL HYGIENE STUDIES EXTENDING THROUGH THE FOUR COLLEGE YEARS¹

Among the methods proposed by the various social hygiene committees for presenting this material to the students three were rather generally approved:

1. That the material should be normally integrated in the appropriate departments, such as biology, physiology and hygiene, physical education and training, domestic science, psychology, sociology and social ethics, literature, educational psychology and pedagogy.
2. That the material be given in part separate from these departmental courses, by lectures and otherwise, and in part in these courses.
3. That it be handled exclusively in separate lectures or courses without reference to the curriculum.

By whichever method presented the proposal is to use all the resources of the school to help young people work out for themselves and in a fresh and creative spirit an attitude and philosophy at once human and satisfying in regard to this most important of our personal and social adjustments.

¹Report I. The College and Sex Education, Prepared by Dr. T. W. Galloway of the American Social Hygiene Association, 370, Seventh Avenue, New York, N. Y. Assisting in the preparation of this material were the American Social Hygiene Association and the Social Hygiene Committees in 202 American colleges and universities in an effort to meet in the schools the sex-social emergency generally recognized to exist in America.

A. Distribution and special aims of material as proposed here:

1. *Freshman Year.* Four to seven lectures or conferences presenting general introductory facts of a biological, physiological, psychological, and hygienic character, with an effort to reveal the practical bearings of these facts on life and happiness.

Lecture 1. Introduction. For organization and orientation.

Lecture 2. The significance of sex and reproduction to us, and the importance of meeting these functions and their impulses intelligently as well as frankly.

Lecture 3. The elementary biology of sex and reproduction among humans.

Lecture 4. The elementary physiology of sex and reproduction.

Lecture 5. The impulses, appetites, and emotions connected with sex and reproduction.

Lecture 6. The failure to control. Misuses and abuses of sex. Results of.

Lecture 7. An examination of some of the more common fallacies about sex.

2. *Sophomore Year.* Three lectures and demonstrations of a definitely biological type. Intended to furnish a brief comparative study of reproduction, sex, and inheritance, particularly for those students who do not elect biology. Should be illustrated adequately with slides, diagrams, and moving pictures.

1. The nature and evolution of reproduction.

2. The nature and evolution of sex. Its relation to reproduction.

3. Inheritance as related to sex and reproduction.

3. *Junior Year.* Four conferences or lectures dealing with some of the psychological and social phenomena of sex, with the relation of mental hygiene to these.

1. The nervous system in relation to sex.
 2. The sexual impulse among humans.
 3. Mental hygiene and the practical problems of college life, especially applied to sex.
 4. Selection of sweethearts and mates. A problem in applied psychology.
4. *Senior Year.* Four conferences or lectures in preparation for marriage, home making, and parenthood. Biological, psychological, and special phenomena.
1. Family life. Its development and spirit.
 2. Marriage and preparation for it.
 3. Preparation for parenthood.
 4. Training a new generation of parents.

ABBREVIATED COURSE

While it is felt that the eighteen exercises outlined above are none too many to secure presentation of the subject in proportion to its importance to the students, it is realized that many colleges may be unwilling to undertake so much at the start. For this reason the following briefer course is suggested. Obviously many other similar shifts might be made.

For Freshmen :

1. The significance of sex and reproduction to us, and the importance of meeting these functions and their impulses intelligently as well as frankly. (Combining more important items of exercises 1 and 2.)
2. The elementary biology of human sex and reproduction. (Combining more important items in Exercises 3 and 4.)
3. The sex impulses and appetites and the importance of guiding and controlling these. (Combining more important items in Exercises 5 and 6.)
4. An examination of some of the more common fallacies about sex. (Exercise 7.)

Upper Classmen :

1. Inheritance as related to sex and reproduction. (More important topics of Exercises 1, 2, and 3 of the Sophomore year.)
2. Mental hygiene and the practical problems of college life. (More important items of Exercises 1 and 3 of junior year.)
3. The sexual impulses among humans as bearing on individual character and happiness and on the life of society. (Combining important items of Exercise 3 of junior year and 1 of senior year.)
4. The selection of sweethearts and mates. A problem in applied psychology. (Exercises 4 of the junior year.)
5. Marriage and preparation for it. (Elements of Exercises 1 and 3 of the senior year.)
6. Preparation for parenthood. (Elements of Exercises 3 and 4 of the senior year.)

B. Assumptions underlying the proposal of this series of conferences or lectures :

1. That they come early in the freshman year because the young student, newly freed from home surroundings and with a new and tempting environment, will have practical need of them. Furthermore, the emotional attitude of the freshman is better for the reception of this kind of service than it is likely to be again.

2. That these lectures, if possible, be bound up with the general orientation guidance which may be given freshmen.

3. That the utmost care be taken to select as lecturers those persons whose character and scholarship best fit them to appeal in a wholesome, natural, and inspiring way to the young people. Personality counts for much in work of this sort.

4. That the materials given the student should include some data from biology, physiology and hygiene, sociology, psychology, and ethics.

5. That it is not necessary to respect the conventional boundaries between these academic departments. There are great advantages in being able to blend the contributions of these various sciences to the subject in hand without introducing departmental divisions, which in the nature of the case are largely arbitrary and superficial.

6. That the work of presenting the material to the students be entrusted to as *few* individuals as possible. For example, if their personalities are suitable, the biologist and psychologist or the biologist and sociologist or the psychologist and sociologist might combine in giving lectures; or if anyone of these is better fitted and will specifically prepare himself to do the entire task this arrangement might be better still.

7. That all departments furnishing material should unite in investigating just what should be given and how the material from the various departments may be blended into one continuous treatment. This union of effort on the part of all should be made even though the lectures are given by one person.

8. If more than one lecturer joins in the work, they should agree among themselves very carefully just the amount and manner of the contribution to be made by each. They should undertake to build up for themselves a similar general psychological and pedagogical attitude toward the subject.

9. That the lecturers should not undertake a detailed or pedantic discussion of all the facts. Enough of the facts should be given to be impressive and to make the practical and inspirational deductions convincing. The lectures should not take the place of the more thorough departmental work, but may well serve as an opening for the continuation of the subject in the various suitable departments.

10. That the men and women are to be segregated. While the same general purposes are sought and much the same materials used for the two sexes, careful discrimination

should be made in the details of emphasis and appeals. These should accord with the organic, functional, and psychological differences between the sexes, whether these are native or conventional.

11. That some of the materials suggested below may be shifted to the departmental classrooms of biology, physiology and hygiene, domestic science, physical education, etc., if any of these are required of all freshman men and women during the first semester.

12. That the synopses are only tentative. The suggested topics do not include all that may be found desirable to use; and the various items are by no means of equal value.

13. That effective character, whether in respect of sex or any other group of qualities, cannot be built except upon genuine and accurate knowledge of the facts. Nevertheless this is not enough. Habits of right and appropriate acting, feeling, and thinking about these facts are equally important. The work of the human teacher in any realm of truth is not done until the student has such training, interpretation and example that he is in the way of a really human use and control of his powers in applying that truth and avoiding error. The remainder of the report gives suggested synopses for lectures covering the entire material. These should prove very helpful to those selected to give the lectures.

APPENDIX G

DETAILS OF THE POSITIVE STUDENT HEALTH SERVICE

This list was prepared for study purposes in cooperation with the officers and experts of many of the organizations interested directly or indirectly in student health service and is not presented as a completed list.

It is hoped that it will prove helpful to those interested in the student health work of educational institutions as one means of determining what part of the positive student health program they now have and what should be added in order to carry out the complete program. It may be secured from the publishers in pamphlet form if desired.

FEATURES OF THE SERVICE

	H	S		H	S
Examinations			To discover:		
Physical only.			Physical health conditions.		
Medical only.			Nervous health conditions.		
Health, including both physical, medical and moral.			Mental health conditions.		
At the beginning of course.			Social health conditions.		
Annually.			As protective measure:		
Semiannually.			For participation in athletics.		
Oftener.			For interschool games.		
On exit.			For intramural games.		
Required of all students.			For gymnasium activities.		
Required of selected students only.			For swimming.		
Voluntary.			For other supervised or organized muscular activities.		
Time in minutes for individual examination.			Given or supervised by:		
Students examined:			School physician.		
Stripped.			Town physician.		
Stripped to waist.			Family physician.		
Feet bared.			Physical education department.		
Fully dressed.			School nurse.		

H at head of the first column stands for "Have".

S at the head of second column stands for "Should have".

	H	S		H	S
Student load or program adjusted on basis of health examination:			Breathing.		
Scholastic (hours per week).			Cleanliness.		
Physical education.			Ears.		
Recreation.			Eyes.		
Self-support.			Glands.		
Emphasis of examination:			Hair.		
Positive. (How well is student.)			Health habits:		
Negative. (How far from well.)			Heart.		
Records of results:			Height in relation to weight.		
Made on standard printed form.			Muscular strength.		
Available to all instructors in health and to directors of health activities.			Orthopedic conditions.		
Reports:			Posture, including feet.		
To president, principal, or superintendent.			Skin.		
To dean or dean of women.			Teeth.		
To other executives.			Throat.		
To instructors in pertinent courses.			Vaccination for smallpox required.		
To parents or guardians.			Inoculation for typhoid and diphtheria required.		
Rating in health given each student:			Other such preventive measures.		
Every student shown to have health impairments induced to consult school or family physician and, where necessary, proper specialist, or visit clinic and follow advice given.			Students excluded on account of being a menace to health of other students.		
Reports of progress in each such case regularly secured and filed.			For sake of their own health.		
Recommendations to parents or guardians regarding defects shown in:			Main emphases of health service:		
			Treatment of remediable defects.		
			Formation of better health habits.		
			Establishment of practice of periodic health examination and selection of scientific health service.		
			Is there follow-up work after examination?		

FOLLOW-UP WORK. (See "Preventive Activities.")

PHYSICAL EDUCATION ACTIVITIES

	H	S		H	S
Indoor:			Elective:		
Gymnasium program:			First year.		
Required:			Second year.		
First year.			Third year.		
Second year.			Fourth year.		
Third year.			After-school work only, in gymnasium.		
Fourth year.					

	H S		H S
Private room or section activities:		Tests given for admission to.	
For individual adjustment.		Emphases:	
For those physically handicapped.		For technic.	
Emphases of gym work:		For recreation.	
For formal work.		For competition.	
For recreation.		For life saving.	
For competition.		For health building.	
For character development.		Attendance (if work is elective):	
For health building.		Total yearly enrollment in swimming:	
Attendance (if work is elective):		Men or boys:	
Total yearly enrollment in gym:		Women or girls.	
Men or boys.		Average number in classes:	
Women or girls.		Men or boys.	
Average number in classes:		Women or girls.	
Men or boys.		Average number in classes conducted simultaneously in all pools.	
Women or girls.		Ball:	
Average number of classes ordinarily conducted simultaneously in all gymnasiums.		Base (indoor.)	
Swimming:		Basket.	
Pool: Natural.		Hand.	
Rented or borrowed.		Volley.	
Within school plant.		Boxing.	
Elective:		Folk dancing.	
First year.		Games.	
Second year.		Natural gymnastics.	
Third year.		Self-testing feats.	
Fourth year.		Stunts.	
Graduation requirement.		Tennis (indoor).	
For women or girls:		Wrestling.	
Required:		Outdoor activities:	
First year.		Archery.	
Second year.		Ball:	
Third year.		Base.	
Fourth year.		Basket.	
Graduation requirement.		Captain.	
After-school work only.		Dodge.	
		Foot.	
		Hoop.	
		Speed.	
		Tether.	
		Volley.	
		Hiking.	
		Riding.	
		Soccer.	
		Tennis.	
		Field events:	
		Discus throwing.	
		Hurdling.	
		Javelin throwing.	
		Jumping:	
		Broad, running.	
		High.	

	H	S		H	S
Hop-skip-and-jump.			Pushball.		
Vaulting (pole)			Swimming.		
Relay games and races.			Winter sports:		
Running (track.)			Coasting.		
Wrestling.			Hockey.		
Water sports:			Tobogganing.		
Boating:			Skating.		
Canoeing.			Skiing.		
Regattas.			Snowshoeing.		
Diving.					

PREVENTIVE ACTIVITIES

	H	S		H	S
Administrative hygiene:			Individual towels.		
Restricted exercise activities to fit individual cases.			In all buildings.		
Individual or corrective exercises.			In certain buildings only.		
Periodic inspection of:			Drinking water:		
Living quarters.			Ample provision.		
Buildings (school or college).			Easily accessible (on each floor).		
Equipment, especially of lockers.			Sanitary fountains.		
Grounds.			Individual drinking cups.		
Regulation of social activities			Common drinking cup.		
Regulation of expense-earning activities:			In all buildings.		
By lightening curricular load.			In certain buildings only.		
By loans.			Dispensary or clinic service:		
By scholarships.			School.		
Regulation of scholastic load on basis of health.			Town or city.		
Proper regulation for:			Provision for sanitary control of:		
Heating.			Gymnasium.		
Lighting.			Locker rooms.		
Sanitation.			Swimming pool.		
Ventilation.			Athletic fields.		
In all buildings.			All equipment including:		
In certain buildings only.			Provision of uniform and laundry service by the institution.		
Toilet facilities (general):			Provision of locker inspection.		
Easily accessible:			Provision of disinfecting processes:		
In basement.			Periodically:		
On each floor.			Of lockers.		
Ample (number accommodated at a time).			Of locker-room benches.		
Sanitary.			Daily analysis and continual sterilization of swimming pool water.		
In all buildings.			Daily sterilization of bathing suits.		
In certain buildings only.			Cleanliness maintained of:		
Washbowls:			Swimming pool.		
Ample (number accommodated at one time.)			Locker rooms.		
Soap (liquid in sanitary container.)			Gymnasium floors.		

H S

Requiring soap bath before entering pool.
 Provision for washable mat covers:
 For tumbling mats.
 For wrestling mats.
 Daily changes of mat covers.
 Vacuum cleaners for mats.

Health information courses as distinguished from purely scientific hygiene:
 Courses in health education:
 Personal hygiene.
 Community hygiene.
 First aid.
 Mental hygiene.
 Nutrition.
 Safety.
 Social hygiene.
 Courses basic to health education:
 Biology:
 General biology.
 Bacteriology.
 Nature study:
 Botany.
 Physiology.
 Zoology

Status of instructors in health courses the same as of instructors in other courses or subjects.
 Rate of compensation the same.
 Credit for health courses the same as for other scholastic courses.

Health-habit building:
 Administrative measures to encourage the formation of health habits.
 Compulsory participation in sports and games, indoor and outdoor.
 School-controlled lunches.
 Requiring clean gymnasium uniforms.
 Faculty and staff conferences with students on personal habits.
 As individuals.
 In groups:
 Required attendance.
 Voluntary attendance.
 Chiefly for well students.

H S

Chiefly for students with health impairments.
 General talks by specialists, number of.

Faculty health committee:
 Members:
 School physician.
 School nurse.
 Director of physical education.
 President or principal.
 Dean.
 Dean of women or of girls.
 Social director.
 Instructors in health.
 Vocational counselor.
 Dietitian.
 Director of home economics.

Work of committee:
 Participation in planning health program for students.
 Promotion of personal health of students.
 Receiving reports concerning health of students.
 Research work in student health.
 Supervision of student living conditions.

Student reports to faculty to show attention to advice and instruction in health habit formation as to:
 Eating.
 Sleeping.
 Clothing.
 Bathing.
 Exercise.
 Ventilation.
 Elimination of bodily waste.
 Emotional reaction.
 Sexual activity.
 Social behavior.
 Mental reaction.
 Self-medication.
 Working.

Activities, to overcome or correct health defects.

	H	S		H	S
Methods of securing student effort in building health habits.			of health-building activities.		
Setting standards in health			Athletic associations:		
Giving rating in health and stimulating effort to raise it.			For men or boys.		
Surveying individual health habits.			For women or girls.		
Providing cheerful, hygienic environment for health teaching.			Organized clubs for health-building:		
Stressing values of health maintenance.			General health.		
Activities of instructors, especially those giving health-information courses, to encourage the formation of health habits:			Hiking.		
Health examination of instructor.			Riding.		
Participation in a recreative or athletic program.			Shooting.		
Maintenance of good figure and carriage by instructor.			Recreation.		
Friendly attitude toward students.			Dancing.		
Entertainment of individual students in homes or elsewhere.			Botany.		
Faculty advisers of students.			Bird.		
Activities of undergraduate student government to encourage the formation of health habits:			Point system limiting student overactivity in extracurricular matters.		
Undergraduate cooperation in school control			Point system for encouraging health-building activities.		
			Student committees on:		
			Health.		
			Housing regulations.		
			Social program regulation.		
			Conduct regulation.		
			Athletics.		
			Student counselors.		
			Promotion of "drives" for health:		
			General health drive.		
			Clean-up drive.		
			Safety drive.		
			Posture drive, including foot hygiene and shoes.		
			Dress (healthful) drive.		
			Student publications stressing health building.		

REMEDIAL ACTIVITIES

	H	S		H	S
Care in student's room by:			School nurse.		
School physician.			Town nurse.		
Town physician.			Care in town or city hospital by special arrangement between the school and hospital authorities by:		
School specialists.			School physician.		
Town specialists.			Town physician.		
School nurse.			School specialist.		
Town nurse.			Town specialist.		
Care in school hospital or infirmary by:			School nurse.		
School physician.			Town nurse.		
Town physician.					
School specialist.					
Town specialist.					

	H	S		H	S
Cases requiring attention:			Living at home, number of.		
Physical defects, number of.			Mental disorders:		
Medical cases reported, number of.			Living on campus, number of		
Reported cases:			Living off campus but not at home, number of.		
Living on campus.			Living at home, number of.		
Living off campus but not at home.			Final disposition of all cases:		
Living at home.			Number reported cured.		
Estimated unreported cases:			Number reported improved.		
Living on campus.			Number reported not improved.		
Living off campus but not at home.			Number reported incurable.		
Living at home.			Average duration of reported cases in days.		
Cases requiring hospital care:			Average cost per day to student of remedial service where not included in term bills or general assessments.		
Living on campus.					
Living off campus but not at home.			Charge per term to students where remedial service is included in term bills or assessments.		
Living at home.					
Nervous disorders:					
Living on campus, number of					
Living off campus but not at home, number of.					

SPACE AND PLANT

	H	S		H	S
Offices:			Gymnasiums:		
General business of S. H. S.			Men's gymnasium.		
School physician's consultation.			Floor entirely free of stairways.		
School physician's private.			Floor entirely free of columns or other fixed obstructions.		
First assistant physician's consultation.			Checking and storage rooms.		
Second assistant physician's private.			Coach's private rooms.		
Third assistant physician's private.			Corrective rooms.		
First specialist's private.			Dressing rooms.		
Second specialist's private.			Drying and laundry rooms.		
Third specialist's private.			Lockers, number of full size.		
Fourth specialist's private.			Lockers, number of small.		
Fifth specialist's private.			Lunch rooms.		
Sixth specialist's private.			Shower baths, number of.		
Seventh specialist's private.			Toilets, number accommodated at one time.		
First school nurse's private.			Audience space, number accommodated at one time.		
Second school nurse's private.			Casual visitor's space, number accommodated at one time.		
Third school nurse's private.			Knockdown bleachers.		
Physical director's examination			Women's main gymnasium:		
Physical director's private.			Floor entirely free of stairways.		
First assistant physical director's private.			Floor entirely free of columns or other fixed obstructions.		
Second assistant physical director's private.			Checking and storage rooms.		
Third assistant physical director's private.					

H S

H S

Coach's private rooms.
 Corrective rooms.
 Dressing rooms.
 Drying and laundry rooms.
 Lockers, number of full size.
 Lockers, number of small.
 Lunch rooms.
 Shower baths, number of.
 Toilets, number accommodated at one time.
 Audience space, number accommodated at one time.
 Casual visitor's space, number accommodated at one time.
 Knockdown bleachers.
 Men's special gymnasium No. 1:
 Floor entirely free of stairways.
 Floor entirely free of columns or other fixed obstructions.
 Checking and storage rooms.
 Coach's private rooms.
 Corrective rooms.
 Dressing rooms.
 Drying and laundry rooms.
 Lockers, number of full size.
 Lockers, number of small.
 Lunch rooms.
 Shower baths, number of.
 Toilets, number accommodated at one time.
 Audience space, number accommodated at one time.
 Casual visitors' space, number accommodated at one time.
 Knockdown bleachers.
 Women's special gymnasium No. 1:
 Floor entirely free of stairways.
 Floor entirely free of columns or other fixed obstructions.
 Checking and storage rooms.
 Coach's private rooms.
 Corrective rooms.
 Dressing rooms.
 Drying and laundry rooms.
 Lockers, number of full size.
 Lockers, number of small.
 Lunch rooms.
 Shower baths, number of.

Toilets, number accommodated at one time.
 Audience space, number accommodated at one time.
 Audience space, number accommodated at one time.
 Casual visitors' space, number accommodated at one time.
 Knockdown bleachers.
 Other men's gymnasiums:
 Floor entirely free of stairways.
 Floor entirely free of columns or other fixed obstructions.
 Checking and storage rooms.
 Coach's private rooms.
 Corrective rooms.
 Dressing rooms.
 Drying and laundry rooms.
 Lockers, number of full size.
 Lockers, number of small.
 Lunch rooms.
 Shower baths, number of.
 Toilets, number accommodated at one time.
 Audience space, number accommodated at one time.
 Casual visitors' space, number accommodated at one time.
 Knockdown bleachers.
 Other women's gymnasiums:
 Floor space entirely free of stairways.
 Floor space entirely free of columns or other fixed obstructions.
 Checking and storage rooms.
 Coach's private rooms.
 Corrective rooms.
 Dressing rooms.
 Drying and laundry rooms.
 Lockers, number of full size.
 Lockers, number of small.
 Lunch rooms.
 Shower baths, number of.
 Toilets, number accommodated at one time.
 Audience space, number accommodated at one time.
 Casual visitors' space, number accommodated at one time.

	H	S		H	S
Knockdown bleachers.			Casual visitors' space, number accommodated at one time.		
Indoor baseball diamond.			Women's special pool No. 1:		
Indoor tennis courts			Attendant's room.		
Swimming pools:			Checking and storage rooms.		
Men's main pool:			Dressing rooms.		
Attendant's room.			Drying and laundry rooms.		
Checking and storage rooms.			Filter.		
Dressing rooms.			Heater.		
Drying and laundry rooms.			Locker's, number of full size.		
Filter.			Lockers, number of small.		
Heater.			Showers, number of.		
Lockers, number of full size.			Sterilizers.		
Lockers, number of small.			Toilets, number accommodated at one time.		
Showers, number of.			Audience space, number accommodated at one time.		
Sterilizer.			Casual visitors' space, number accommodated at one time.		
Toilets, number accommodated at one time.					
Audience space, number accommodated at one time.			Athletic Fields:		
Casual visitor's space, number accommodated at one time.			Men's main field.		
			Women's main field.		
Women's main pool:			Men's baseball diamonds, number of.		
Attendant's room.			Women's baseball diamonds, number of.		
Checking and storage rooms.			Men's basketball courts, number of.		
Dressing rooms.			Women's basketball courts, number of.		
Drying and laundry rooms.			Men's football or soccer fields, number of.		
Filter.			Women's soccer fields, number of.		
Heater.			Men's handball courts, number of.		
Lockers, number of full size.			Women's handball courts, number of.		
Lockers, number of small.			Other men's ball space, number of.		
Showers, number of.			Other women's ball space, number of.		
Sterilizer.			Men's hockey field, number of.		
Toilets, number accommodated at one time.			Women's hockey fields, number of.		
Audience space, number accommodated at one time.			Men's tennis courts, number of.		
Casual visitors' space, number accommodated at one time.			Women's tennis courts, number of.		
			Men's outdoor running tracks, number of:		
Men's special pool No. 1:			Length of each.		
Attendant's room.					
Checking and storage rooms.					
Dressing rooms.					
Drying and laundry rooms.					
Filter.					
Heater.					
Lockers, number of full size.					
Lockers, number of small.					
Showers, number of.					
Sterilizer.					
Toilets, number accommodated at one time.					
Audience space, number accommodated at one time.					

H S

Women's outdoor running tracks, number of.
Length of each.
Other men's athletic fields.
Other women's athletic fields.

Athletic and Sport Structures:

Stadium and grandstands:

Stadium, seating capacity:

Checking and storage rooms.

Coach's private rooms.
Garages and parking.
Hurdle storage.
Lunch rooms, kitchen, etc.
Press stand.
Rubbing rooms (home).
Rubbing rooms (visitors).
Showers, number of.
Team rooms (home).
Team rooms (visitors).
Ticket office.
Toilets, number accommodated at one time.

Main grandstand, seating capacity.

Checking and storage rooms.

Coaches' private rooms.
Garages and parking.
Hurdle storage.
Lunchrooms, kitchen, etc.
Press stand.
Rubbing rooms (home).
Rubbing rooms (visitors).
Showers, number of.
Team rooms (home).
Team rooms (visitors).
Ticket office.
Toilets, number accommodated at one time.

Special grandstand No. 1: seating capacity:

Checking and storage rooms.

Coaches' private rooms.
Garages and parking.
Hurdle storage.
Lunch rooms, kitchen, etc.
Press stand.
Rubbing rooms (home).
Rubbing rooms (visitors).
Showers, number of.

H S

Team rooms (home).
Team rooms (visitors).
Ticket office.
Toilets, number accommodated at one time.

Bleachers, number of:

Permanent, seating capacity.
Knockdown, seating capacity.

Boat houses:

Club or game room.
Coach's private room (home).
Coach's private room No. 1 (visiting).
Coach's private room No. 2 (visiting).
Coach's private room No. 3 (visiting).
Crew room (home).
Crew room No. 1 (visiting).
Crew room No. 2 (visiting).
Crew room No. 3 (visiting).
Lockers, number of.
Rubbing room No. 1.
Rubbing room No. 2.
Shell room.
Hockey headquarters.

Hospitals and Infirmaries:

Student, main:

Business office, receiving and waiting room.

Convalescent balconies.

Diet kitchens.

Dispensaries.

Examination or waiting room.

Operating rooms.

Private rooms:

Nurses'.

Patients'.

Physicians'.

Specialists'.

Sterilizing rooms.

Storage rooms.

Truck rooms.

Wards.

Washrooms.

X-ray rooms.

Other school hospitals and infirmaries.

(Same as "Student Main.")

EQUIPMENT

	H	S		H	S
Of Offices:			Screens.		
Book cases.			Shoulder breadth calipers.		
Cabinets:			Silhouetograph.		
Shelves and drawers.			Sphygmomanometer (to measure blood pressure.)		
Letter files.			Spirometers.		
Card files.			Stadiometer (to measure height.)		
Chairs:			Stethoscopes.		
Comfortable.			Stools:		
Revolving desk.			Revolving, adjustable seat.		
Straight.			Tables.		
Typewriter.			Tape (steel).		
Desks.			Triple mirror.		
Business.			Wood mouth pieces.		
Typewriter.					
Drop lights.			Of Medical Examination Rooms:		
Mimeographs.			Basin on standard.		
Multigraphs.			Cabinets.		
Rugs and carpets.			For instruments.		
Safes.			For apparatus.		
Settees.			Chairs:		
Stands.			Examining.		
Tables.			Straight.		
Typewriters.			Desks.		
Wardrobes.			Examining light:		
Of Physical Examination Rooms:			For nose and throat.		
Examining robes.			Scales.		
Anthropometric cabinet.			Sphygmomanometer.		
Anthropometric scales.			Stadiometer.		
Anthropometric tape.			Stethoscope.		
Cabinets:			Sterilizer.		
For apparatus.			Stools:		
For instruments.			Revolving, adjustable seat.		
Chairs.			Tables:		
Chest depth calipers:			Examining fitted with stirrups.		
Steel enameled.			Top and shelf or drawers for		
Straight.			Dumbbell cabinet.		
Desks.			Waste receptacles.		
Dynamometers.			X-ray outfit.		
Examining table.					
First-aid outfit.			Of Gymnasiums:		
Manuometers.			Balance beams.		
Measuring rod.			Balance boards.		
Pedagraph.			Beat boards.		
Pleximeter.			Boom outfits.		
Pneumatometer (To measure respiratory energy).			Bracket drum outfits.		
Polygraph (to measure radial pulsation.)			Bucks.		
Percussion hammers.			Chest bars.		
Push and pull attachments.			Chest weights.		
Scales:			Climbing weights.		
Avoirdupois.			Director's platform.		
Fahrenheit.			Dumbbells.		
For pressure.			Dumbell cabinet.		
For traction.			Dumbbell hangers.		

H S

H S

Flying rings.
 German horses.
 Giant strides.
 Grace hoops.
 Grace rack.
 Horses.
 Horizontal bar.
 Inclined plank.
 Indian clubs.
 Indian club cabinet.
 Indian club hangers.
 Jump standards.
 Ladders.
 Manumeters.
 Mats.
 Mat hangers.
 Medicine balls.
 Nets.
 Paddle machines.
 Parallel bars.
 Pianos.
 Pulley weights.
 Punching bags.
 Rope ladders.
 Rowing machines.
 Sculling machines.
 Skipping ropes.
 Spring boards.
 Stall bars.
 Stall bar benches.
 Stationary booms.
 Stationary bicycle training machines.
 Swedish horizontal ladders.
 Trapezes.
 Traveling rings.
 Vaulting boxes.
 Vaulting poles.
 Vaulting standards.
 Wands.
 Wand cabinets.
 Wand racks.
 Wrestling machines.

Of Corrective Rooms:

Abdominal chairs and stools.
 Abdominal mats.
 Apex boards for correcting flat feet.
 Balance beams.
 Chest bars.
 Chest weights.
 Exercising rings.
 Finger machines.
 Flying rings.
 Head and neck machines.
 Horizontal bars.
 Massage plinths.

Medicine balls.
 Mats.
 Mat hangers.
 Peg posts.
 Quarter circles.
 Rowing machine.
 Stall bars.
 Stall bar benches.
 Swinging rings.
 Wrestling machines.
 Wrist rolls.

Of Swimming Pool and Aquatic Sports:

Diving boards.
 Diving platform or tower.
 Instructor's poles with belt.
 Life preservers.
 Push balls.
 Spring boards.
 Swimming boards.
 Swimming trolleys.
 Water polo:
 Balls.
 Clubs.

Of Indoor Sports:

Ball outfits.
 Base (indoor.)
 Basket.
 Hand.
 Volley.
 Tennis (indoor) outfits.

Of Athletic Fields:

Backstops.
 Ball outfits.
 Base.
 Basket.
 Captain.
 Foot.
 Speed.
 Volley.
 Hockey outfits.
 Soccer outfits.
 Tennis outfits.
 Track and field outfits:
 High jump.
 Hurdles.
 Pole vaults.

Of Athletic Structures:

Stadium and grandstands:
 For coach's private rooms see
 "Office equipment."
 Team rooms:
 Benches.
 Chairs.

	H	S		H	S
First-aid outfits.			Screens, triple panel folding.		
Lockers.			Soiled-clothes hampers.		
Tables.			Stretchers.		
Boat houses:			Sterilizers:		
For coach's private rooms see			Dressings.		
"Office equipment."			Instruments.		
Crew rooms:			Sterilizing drum.		
Benches.			Table for sterilizing.		
Chairs.					
First-aid outfits.			Of Operating Room:		
Lockers.			Arm and hand immersion stand		
Tables.			Dressing tables.		
Of Hospital and Infirmaries:			Etherizers' stands.		
Back rests.			Etherizers' stools.		
Bedside chairs.			Instrument cabinets.		
Bedside tables.			Instrument stands.		
Bedside tray stands.			Instrument tables.		
Bedsteads.			Irrigator stands.		
Cabinets for medicine and			Operating tables.		
dressing.			Shelf stands, 40 inches long.		
Clinical chart holders.			Sinks.		
Dressing carriages.			Soiled-linen-bag stands.		
Extension apparatuses.			Sponge basin stands.		
Invalid chairs.			Stands with sterilized dressing		
Invalid trucks.			drum.		
Nurses' chairs.			Stools.		
Nurses' desks.			Storage cabinets.		
Screens, single panel.			Waste receptacles.		
			Wheel stretchers.		
			Shelf stands, 40 inches long.		

PERSONNEL FOR STUDENT HEALTH SERVICE

	H	S		H	S
Of the Remedial Health Examination and Preventive Staff:			Second assistant physical director for men.		
School physician.			Physical director for women.		
First assistant physician.			First assistant physical director for women.		
Second assistant physician.			Second assistant physical director for women.		
Third assistant physician.			Swimming pool attendant.		
First specialist.			Men's head coach.		
Second specialist.			Women's head coach.		
Third specialist.			Men's baseball coach.		
Fourth specialist.			Women's baseball coach.		
Fifth specialist.			Men's basketball coach.		
Sixth specialist.			Women's basketball coach.		
Seventh specialist.			Men's football coach.		
First school nurse.			Men's soccer coach.		
Second school nurse.			Women's soccer coach.		
Third school nurse.			Men's track team coach.		
Of the Health-Building Staff:			Women's track team coach.		
Physical director for men.			Men's water sports coach.		
First assistant physical director for men.			Women's water sports coach.		

COURSES OF STUDY.¹ (Supplementing list page 465.)

	H	S		H	S
For smaller schools			Physical geography		
Biology			Climatology		
Physiology			Geology		
Zoology			Botony		
Psychology			Bacteriology		
Sociology			Protozoology		
For larger schools:			Parasitology		
In addition to those above			Embryology		
Physics (e. g. heat, light, elec-			Anatomy		
tricity, pressure, filtration,			Pathology		
etc.)			Heredity		
Chemistry (e. g. biochemistry,			Genetics		
physiological chemistry, pol-			Eugenics		
sons, industrial chemistry,			Anthropology		
plant chemistry, agricultural			Evolution		
chemistry.)					

¹"The Status of Hygiene Programs in Institutions of Higher Edu-
cation." p. 32 Report of Thomas A. Storey, 1927.

APPENDIX H

OCCUPATIONS OPEN FOR WOMEN

It is believed that it will assist deans, advisers, their assistants, and all others advising girls and young women regarding their life work, or regarding occupations that they desire to know about, to have at hand information concerning the extent to which women are already engaging in the several occupations. The complete table given in the U. S. Census of 1920 is therefore given.

Total women in U. S. 10 years of age and over:

In 1920	40,449,346
In 1910	34,552,712

Increase in ten years	5,886,634
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Total women 10 years of age and over employed in gainful pursuits in 1920

8,549,511
or 21.1%

A. Agriculture, forestry, and animal husbandry:

1. Dairy farmers and stock raisers.....	253,836
2. Dairy farm, farm, and stock farm laborers.....	792,915
3. Dairy farm, farm, garden, orchard, etc., foremen....	14,340
4. Gardeners, florists, fruit growers, and nurserymen..	9,283
5. Garden, greenhouse, orchard and nursery laborers....	9,421
6. Poultry raisers	2,324

B. Manufacture and mechanical industries:

1. Brass mills:	
(a) Semiskilled	3,906
2. Building, general, and not specified laborers.....	15,128
3. Button factories:	
(a) Semiskilled	5,209
4. Carpet mills:	
(a) Semiskilled	10,384

5.	Chemical and allied industries:	
	(a) Laborers	3,295
	(b) Semiskilled	18,269
6.	Cigar and tobacco factories:	
	(a) Laborers	13,862
	(b) Semiskilled	83,960
7.	Clay, glass, and stone industries:	
	(a) Semiskilled	13,165
8.	Clock and watch factories:	
	(a) Semiskilled	8,201
9.	Clothing industries:	
	(a) Laborers	6,362
	(b) Semiskilled	265,643
10.	Cotton Mills:	
	(a) Semiskilled	149,185
11.	Dress makers and milliners:	
	(a) Apprentices	4,309
	(b) Dressmakers and seamstresses (not in factory) ..	235,519
	(c) Milliners and millinery dealers.....	69,598
12.	Electrical supply factories:	
	(a) Laborers	3,227
	(b) Semiskilled	27,389
13.	Food industries:	
	(a) Semiskilled ..	72,402
	(b) Laborers	16,138
14.	Foremen and overseers	30,171
15.	Hemp and jute mills:	
	(a) Semiskilled	61,715
16.	Iron and steel industries:	
	(a) Laboreers	12,591
	(b) Semiskilled	57,819
17.	Jewelers, watchmakers, goldsmiths, and silversmiths ..	1,678
	(a) Semiskilled	6,137
18.	Knitting mills:	
	(a) Laborers	5,340
	(b) Semiskilled	80,682
19.	Lace and embroidery:	
	(a) Semiskilled	12,997

20.	Leather belt, leather case, etc. factories:	
	(a) Semiskilled	4,380
21.	Lumber and furniture industries:	
	(a) Laborers	10,739
	(b) Semiskilled	18,640
22.	Managers and superintendents	4,950
23.	Manufacturers and officials	8,326
24.	Paper box factories:	
	(a) Semiskilled	13,375
25.	Paper and pulp mills:	
	(a) Semiskilled	13,348
26.	Painters, glaziers, varnishers, enamelers, etc.	3,335
27.	Printing and publishing:	
	(a) Compositors, linotypers, and typesetters.....	11,306
	(b) Laborers	2,550
	(c) Semiskilled	41,122
28.	Rope and cordage factories:	
	(a) Semiskilled	3,740
29.	Rubber factories:	
	(a) Laborers	3,952
	(b) Semiskilled	18,834
30.	Shoe factories:	
	(a) Laborers	5,016
	(b) Semiskilled	73,412
31.	Silk mills:	
	(a) Laborers	2,730
	(b) Semiskilled	72,768
32.	Straw factories:	
	(a) Semiskilled	6,351
33.	Tailors and tailoresses	31,828
34.	Textile dyeing, finishing, and printing mills:	
	(a) Semiskilled	5,582
35.	Tinware, enamelware, etc. factories:	
	(a) Semiskilled	7,189
36.	Woolen and worsted mills:	
	(a) Laborers	3,989
	(b) Semiskilled	61,715
C.	Transportation:	
1.	Railroads:	
	(a) Laborers	7,054

(b) Ticket and station agents	2,261
(c) Telegraph operators	16,860
(d) Telephone operators	178,379

D. Trades:

1. Bankers, brokers, and money lenders	5,304
2. Fruit graders and packers	3,086
3. Insurance agents and officials	5,389
4. Meat cutters and packers	6,176
5. Real estate agents and officials	9,208
6. Stores:	
(a) Clerks	170,397
(b) Demonstrators	3,184
(c) Floorwalkers, foremen, and overseers	4,070
(d) Inspectors, gagers, and samplers	1,031
(e) Laborers, porters, and helpers	8,405
(f) Retail dealers:	
(1) Candy and confectionary	7,723
(2) Cigars and tobacco	1,110
(3) Clothing and men's furnishings	3,213
(4) Drugs and medicines, including druggists and pharmacists	3,162
(5) Dry goods, fancy goods, and notions.....	7,751
(6) Five- and ten-cent variety	1,069
(7) Fruit	1,200
(8) General	3,709
(9) Groceries	23,177
(10) Hucksters and peddlers	1,906
(11) Produce and provisions	1,600
(g) Sales agents	1,634
(h) Saleswomen	356,321

E. Public service:

1. Laborers	1,530
2. Marshals, sheriffs, and detectives	1,246
3. Officials and inspectors:	
(a) City and County	4,849
(b) State and United States, including postmasters	12,390

F. Professional service:

1. Actors	13,237
2. Artists, sculptors, and teachers of art	14,617
3. Authors	3,006
4. Chemists, assayers, and metallurgists	1,174
5. Clergymen	1,784
6. College presidents and professors	10,075

7.	Dentists	1,829
8.	Designers	5,652
9.	Draftsmen	1,985
10.	Editors and reporters	5,730
11.	Lawyers, and judges and justices	1,738
12.	Librarians	13,502
13.	Musicians and teachers of music	72,678
14.	Osteopaths	1,663
15.	Photographers	7,119
16.	Physicians and surgeons	7,219
17.	Show women	1,117
18.	Teachers	639,241
19.	Trained nurses	143,664
20.	Semiprofessional pursuits:	
	(a) Abstractors, notaries, and justices of the peace..	1,483
	(b) Healers (except osteopaths and physicians and surgeons)	7,902
	(c) Keepers of charitable and penal institutions..	4,931
	(d) Officials of lodges and societies	2,162
	(e) Religious, charity, and welfare workers.....	26,927
	(f) Theatrical owners, managers, and officials.....	1,257
21.	Attendants and helpers (professional service):	
	(a) Dentists' assistants and apprentices	4,940
	(b) Librarians' assistants and attendants	1,212
	(c) Stage hands and circus helpers	6,410
	(d) Theater ushers	2,353
G.	Domestic and personal service:	
1.	Barbers, hairdressers, and manicurists	33,246
2.	Boarding and lodging-house keepers.....	114,740
3.	Charwomen and cleaners	24,955
4.	Cleaners and renovators (clothing, etc.)	4,573
5.	Elevator tenders	7,337
6.	Hotel keepers and managers	14,134
7.	Housekeepers and stewards	204,350
8.	Janitors and sextons	29,038
9.	Laborers, domestic and professional service	1,669
10.	Laundry:	
	(a) Laundresses (not in laundry)	385,874
	(b) Laundry operatives	80,747
	(c) Laundry owners, officials, and managers.....	1,435
11.	Midwives and nurses (not trained)	137,431
12.	Restaurant, cafe, and lunch room keepers	15,644
13.	Servants:	
	(a) Chambermaids	29,052
	(b) Cooks	268,618

	(c) Ladies' maids	4,523
	(d) Nurse maids	11,879
14.	Waiters	116,921
H. Clerical occupations:		
1.	Agents and collectors	15,831
2.	Accountants and auditors	13,378
3.	Bookkeepers and cashiers	345,746
4.	Clerks (except clerks in stores)	472,163
5.	Managers, bundle and office girls	14,254
6.	Stenographers and typists	564,744

APPENDIX I

A MODERN-TYPE RESIDENCE HALL

Much of the success of the work of deans, advisers, and others sustaining like relation to girls and young women depends upon the housing of these girls. Also there is a general lack of high-class housing in our institutions of higher education and in our cities where many of these girls and young women spend a part or all of the interim between school life and the time when they establish homes of their own, away from home. Therefore it seems as though a real service would be rendered by describing here in greater detail than was practicable in the text itself the modern-type residence hall referred to in Chapter XIV and the unusual facilities it offers for developing a high type of scholastic, social, moral, and recreational life.

Where buildings of the type to be described constitute one of a group of buildings for educational or other purposes and are operated as contributing units in the general work of the institution, it is contemplated that the institution will furnish the light, heat, power, and water without charge as its contribution to the successful operation of this helpful adjunct to its work.

THE BASEMENT FEATURES OF THE MODERN-TYPE RESIDENCE HALL

General Basement Features.—The foundations of the building are designed to extend 5 feet above grade to provide light and inviting space, so that the basement may be utilized for many house purposes outside of the usual basement uses—for the swimming pool and attendants' room, audience room, gymnasium and indoor sports section and

attendants' room, shower baths, lockers, service room and toilets, suite for the superintendent of buildings and grounds, the bakery, baker's stores, properly constructed storerooms for provisions, fruits, and vegetables, refrigerator room, carving room for meats, etc., shop, trunk room, and general storage.

1. *Main Basement Entrance.*—The main basement entrance is a broad staircase beneath the main staircase at the front entrance. It is lighted by a large window at the side of the main entrance and is the principal means of access to the swimming pool, audience room, and gymnasium indoor sports sections.

2. *Side Basement Entrance.*—A side entrance is provided in one of the right wings adjacent to the receiving room with a fruit, vegetable and general freight and baggage hoist.

3. *Back Basement Entrance.*—The back basement entrance consists of a 5 by 10-foot electric lift or freight elevator and a staircase leading to the lawns, gardens, laundry, and other outbuildings, if any, and will be used as the exit for ashes, garbage, etc.

4. *Ceilings.*—The ceilings generally throughout the basement are 12 feet above the floor. Beams and stringers will reduce the headroom to about 10 feet, 6 inches. Both ceilings and side walls are prevailingly white.

1. *Swimming Pool Section. The Pool.*—This is 30 by 110 feet with side colonnades or margins of 8 feet and a 4-foot margin at the far end with staircases leading to the stage above. Other staircases lead from the stage to the balcony above the stage. Sections of the stage floor, 15 by 25 feet, as well as of the balcony floor above the stage are hinged against the back wall where special housing arrangements are provided for them and also hinged along their middle line so that by the use of electric devices they fold up out of the way, jackknife fashion, leaving a clear diving space of 15 by 25 feet for the pool. By this device, diving

platforms are provided approximately 6, 12, 18, 24, and 30 feet respectively above the water. The depth of the pool varies from 3 feet at the near end to 12 feet at the far end. The first 50 feet is therefore a gently sloping "practice shore" for beginners, although it is also serviceable for all aquatic sports. The balance of the pool is standard 6 feet or more deep and 30 feet wide for formal contests. Informal contests up to 110 feet are possible, of course. More than twenty-five contestants can take part continuously and simultaneously without overcrowding the diving capacity of the pool. Space for the judges at contests and for a limited number of spectators is provided at both the stage and balcony levels, and is so situated as to enable the judges to see the dives from start to finish. The main audience can, of course see only the finish. Filter beds and other purifying and tempering processes keep the water of the pool constantly warm and immaculately clean.

The pool requires a sewer depth of 20 feet below grade to drain it fully. A sewer depth of 8 or 9 feet below grade will permit of a constant change of water, however, and the drainage of the swash gutters without mechanical assistance. The pool can be emptied for thorough cleaning daily without serious trouble by the use of ordinary electrically operated pumps.

If the management deem it desirable, others besides resident students may be granted the swimming pool privileges upon paying a reasonable fee.

2. *Shower Baths.*—The shower-bath room will provide about forty showers. This is such an ample provision that the plan permits the patrons of the gymnasium and indoor sports section to use them as well. Resident students will no doubt find the showers convenient also for washing hair, etc., at times when they are not using the swimming pool. The entrance to the shower-baths and the passage to the lockers may be screened off when desirable. If desired, users of the pool entering it from either the recreation and indoor sports section or from the lockers may be required to rinse off before entering the pool.

3. *Lockers.*—The locker rooms are designed to provide 360 lockers and are so planned that the lockers in one room may be assigned exclusively to patrons of the pool and the lockers in the other to patrons of the recreation and indoor sports section, or the two rooms may be operated as one. The shower baths and lockers are also ample enough to permit limited use of them by other than residents of the halls.

4. *Pool Attendants' Room.*—Opposite the shower baths is the attendants' office and storeroom, 12 by 24 feet. Here the clerical work of granting permits, checking attendance, etc., is done, and balls, wings, floats, and the dozen and one other swimming and water sports paraphernalia are kept which make the modern swimming pool such a valuable and fascinating hygienic, sport, and recreational institution. The rooms are amply lighted by large windows; indeed, the whole section is unusually well lighted and ventilated. This is particularly true of the pool itself. If thought desirable by the management, bathing suits may be rented by the attendants for a single use or by the week or term. These and the suits of the regular locker patrons of the pool will be sent to the laundry after being used and returned to this room to be called for.

Recreation and Indoor Sports Section.—Where the institution provides ample gymnasium facilities, including those for basketball, etc., this section will be confined largely to light gymnasium work and indoor sports not requiring a height of ceiling of more than 11 feet.

1. *As a House Recreation Room.*—The entire section is available for a great variety of sports and games under the direction either of the physical director of the institution or of the social director. These will prove an excellent substitute for athletics and the usual outdoor recreations and amusements in inclement weather, summer or winter. An auxiliary kitchen and serving room adjoins the main recreation room to facilitate the serving of luncheons and banquets here if desired.

2. *Sports Section Storage Room.*—The plan provides a storeroom for this section also. The plan contemplates that the equipment of this section as well as of the swimming pool section will be furnished by the management, except the very personal paraphernalia, and this equipment is here stored under the immediate control of the attendants.

General Storage Room.—This room is designed to receive and safeguard the inactive files of the general house offices, back numbers of the library periodicals, general paraphernalia for the various athletic and recreational clubs, inactive personal effects including baggage belonging to the members of the management or to resident students, and other similar properties. The design is to have this well-lighted room so equipped with shelving for hand baggage and staging for trunks that every piece of inactive baggage stored here will have separate space so that it may be immediately accessible whenever the owner desires to open it without handling over other baggage and therefore without danger of being marred, scratched, or otherwise injured by repeated handling or unpling. The capacity of the room so arranged is five hundred trunks and five hundred suitcases or similar hand baggage. Additional space can be provided, if necessary adjoining the elevators.

The Culinary Section.—A very important part of the culinary section of the hall is located in the basement. This includes the bakery, baker's stores, refrigeration and carving room as well as a separate kitchen, serving and dining room for the help and a toilet and bath room for the women help. The toilet and bath for the men help adjoins the suite of the superintendent of the grounds.

1. *The Bakery.*—The plan provides, as a part of the culinary section, a fully equipped modern bakery of sufficient capacity to do all the baking for the house and any college outsiders who may wish to patronize the cafeteria and dining rooms.

(a) *May be Utilized as Adjunct to College Culinary Courses.*—If such an arrangement seems desirable the

bakery may be utilized as a model and practice adjunct of the culinary courses of the college department of household arts.

2. *Bakers' Stores.*—In order to provide for the purchase of flour and other bakers' supplies in quantity, a bakers' stores is arranged adjoining the bakery where all such reserve stocks may be safely kept until needed.

3. *Refrigerator and Carving Rooms.*—The capacity of these rooms is such that meats, poultry, and other supplies requiring refrigeration may be purchased in quantity and stored here until needed and also carved and trimmed here by the chef's assistants for immediate use, thus relieving the kitchen of the blocks and other carving accessories and of much of the ordinary refuse and muss. The door leading from the receiving room directly into the refrigerator room avoids the necessity of carting these supplies around through the corridor.

4. *Fruit and Vegetable Cellars.*—The chief drawback in buying fruit and vegetables in bulk is the loss usually suffered through deterioration and decay. In this building cellars for fruit and vegetables are designed to keep these foods at the temperature and under the conditions necessary to their best preservation and will prove a great economic factor in the management of the culinary section. Canned goods bought in quantity may be stored either in these cellars or in the refrigerator room at the temperature required for their perfect preservation.

Toilet.—A commodious women's toilet is located adjacent to the shower baths and very conveniently to the swimming pool, the audience room, and the lockers. This is available for the users of both the swimming pool and the indoor sports section.

Shop.—A well-lighted, well-equipped shop and material room are provided where the superintendent of buildings and grounds and his assistants may carry on the necessary carpenter, cabinet, plumbing, electric and other skilled,

semiskilled, and unskilled work in the care and upkeep of the buildings and grounds. Such a shop with its equipment pays for itself in a short time by saving repair bills in addition to the great convenience of having repairs and adjustments made promptly.

The Suite of The Superintendent of Buildings and Grounds.—This private suite, well lighted by broad windows like the matron's above it after which it is modeled, may have its own private outside entrance, and includes a private entry, a bathroom, two private rooms, a living room, which may also be used as a dining room served from the general kitchen.

The Store.—A store is indicated on the plans, if the management considers one necessary for the sale of stationery and other articles which the students require for immediate needs.

THE FIRST-FLOOR FEATURES OF THE MODERN-TYPE RESIDENCE HALL

General First-Floor Features.—These include the entrance lobby, the main lobby, the grand staircase, great hall, desk, a parlor, a reception room, general offices, check room, men's retiring room, a women's retiring room, culinary section—including two dining rooms, a cafeteria, kitchen, and serving rooms—a student-assistant section and service room, general toilets and baths, and the following suites: (1) guests', (2) social director's, (3) house manager's.

1. *Entrance Lobby.*—The entrance lobby, 20 by 32 feet, has for its protection in cold weather a storm house, and revolving doors, so that the temperature of the lobby, offices, and corridor in the vicinity of the entrance and in great hall will not be made uncomfortable by the opening doors. Still further to insure against lowering the temperature about the entrance lobby and main lobby in cold weather, the open-work of the elevators and stairways on either side of the entrance lobby is glassed in and six double-

swinging glass doors placed where the entrance lobby joins the main lobby. By the use of stops these doors are designed to stand open except upon extremely cold or windy days. The person entering has a view of the entire lobby and great hall, a vista of 150 feet. The passenger elevators, 6 by 9 feet, on either side of this entrance give direct connection with all the floors. A drinking fountain supplied with cold water is provided for in a niche against the passenger elevator shaft on the lobby side and in similar position on each of the upper floors. A self-regulating and winding clock and a full-length mirror are also placed at the elevators on the upper floors.

2. *Telephone Booths.*—On the right of the main entrance is the public telephone booth, which extends beneath the main staircase. Four or more booths are thus provided for. A large window is arranged beside the main entrance to light the directory shelf and a double one to light the booths beneath the staircase.

3. *Main Entrance to Basement.*—On the opposite side of the entrance is the main stairway to the basement, the swimming pool, recreation and indoor sports section, shower baths, and lockers. This entrance and the staircase are likewise lighted by large windows beside the main entrance, the presumption being that not only will house students patronize these basement features very generally but outside students may be given permits to use them under certain restrictions; and upon occasions when water sports and contests are staged, visitors in considerable numbers will make use of this entrance.

4. *Grand Staircase.*—Winding around the elevators on either side are the first flights of the main staircase, each 8 feet wide, leading up to the promenade on the second floor, which in a way is a gallery or mezzanine floor. From this the grand staircase continues its ascent by a single central flight, likewise 8 feet wide, to the third floor.

Viewed from the great hall this staircase together with the bronzed elevator cages and the bronze entrance doors 9 feet high and aggregating 18 feet wide, and, on the mezza-

nine floor, the bronzed central flight with the bronzed motion picture projection room in the center, with the bronzed railing along the visitors' box, the musical balcony, and gallery, will give the impression of a grand staircase nearly 50 feet in width. This cannot be otherwise than a notable feature of the interior of the building.

5. *The Lobby*.—The space, 20 by 52 feet, from the entrance lobby to great hall passage will generally be arranged as an inviting open lobby.

6. *Great Hall*.—This is a social room modeled somewhat after the great halls of English castles. It is designed to be furnished ordinarily as a great comfortable library or living room for all the resident students; and will be a delightful place for parents, guardians and other guests to pass the time while the students are at class or laboratory; and will also be a convenient rendezvous where the resident students may receive outside callers. The floor, while concrete, is made homelike and inviting by rugs in the winter and by mats in the summer. Great hall is lighted from two sides by unusually broad, high, ornamental windows. Clerestory lighting is provided at the back balcony through windows in the galleries. A trussed and beamed or arched ceiling requiring no columns or other supports more than 8 feet from the side walls, leaves an open floor 30 by 80 feet.

On account of the unusual size of the main rooms on this floor the ceilings are made 22 feet high, that is, the rooms occupy two ordinary floors in height. This applies to great hall, the parlor, reception room, and the main dining rooms.

At each truss, column ducts for the service pipes and wires for the upper floors are enclosed by the bookcases or stacks. These bookcases or stacks extend to the side walls and form cozy alcoves which, with the semiarched ceiling and artistic furnishings remove the last vestige of barrenness which rooms of this size often have.

These alcoves are furnished with deep comfortable seats and reading tables. Periodical tables, dictionary racks, chairs, lounges, etc., will ordinarily occupy the middle of the hall. A student-assistant will always be in attendance

to keep the periodicals, books, and furniture in order and to act as librarian.

The fireplace is designed as a genuine "man-sized" fireplace for real use with log fires, coal grate, or gas log, as the occasion demands. Deep seats surrounding it will make this alcove an ingle-nook of the highest order.

(a) *Main Unit in Social Director's Program.*—Great hall is also planned to be an important factor in the social director's program. The heavier pieces of furniture are designed to be mounted on unusually large broad, easy-moving rubber-tired casters so that they may be moved by the student-assistants without lifting and may be grouped in the alcoves, corners, and paraphernalia room at any time. The hall can then be seated with comfortable substantial single opera chairs for entertainments, just as is done in similar rooms in large hotels. In the clear, outside of the alcoves and galleries, when so arranged it will accommodate comfortably several hundred, that is, all the residents of the hall and selected friends besides can be accommodated, if desired. Many of the opera chairs will be a part of the permanent furnishings of the hall. The balance are taken care of in the paraphernalia room where other entertainment essentials are stored and which is located in the social director's suite right at hand and on the same level.

(b) *The Stage.*—A commodious stage, 15 by 25 feet, is provided with a back screen, 15 by 25 feet, for moving pictures and with draped curtains or a drop curtain in front. On either side dressing rooms are curtained off, 10 by 15 feet, with steps leading down to the floor of great hall, to the basement, and up to the balcony. There is a "stage entrance" for each dressing room. When standard-sized scenery is used the central section of the balcony is folded back and raised, as for high diving, and the side sections over the dressing room areas are raised and folded up similarly to the front, closing the ends of the galleries. This gives the necessary height and setting space for all ordinary stage settings. The dressing room area is then somewhat

reduced but dressing rooms of ample size are arranged for in the basement.

Whenever it becomes necessary to have indoor pageants or other events requiring more stage space, curtain raising devices provide for the extension of the stage 15 feet further. There is a broad receiving platform with double doors at the rear of the stage for bringing in scenery and other bulky paraphernalia. The gallery above is designed to be used also for groups of musicians, as, for example, orchestras or choruses, where their presence in front of the audience is desirable.

(c) *Great Hall Sun Parlor and Balcony.*—There is a staircase on one side of the stage leading to the galleries and balcony over the stage so that during the general use of the hall students may enjoy them for sunning, lounging, entertaining callers, and, during informal social events, for promenades. In summer this balcony, like the study-sleeping balconies hereafter described, is open-arched with screen to protect against storms and insects.

(d) *Method of Separating Great Hall from the Lobby.*—Opaque glass doors, suspended on ball-bearing rollers and sliding completely out of sight into pockets, are provided both on the first and second floors to cut off great hall completely when social events being staged there require it.

The desk, which is generally open on the side toward great hall as well as on the side toward the lobby, is provided with glass windows which similarly slide out of a pocket and close off the desk from the great hall on such occasions.

(e) *Garden Entrances.*—At either side of great hall, where it joins the desk on the right hand the social director's section on the left, wide doors lead down into the Italian and English gardens, giving easy access to these and the rear lawns. These gardens will prove a most charming feature during the spring, summer, and autumn when social events bring large numbers to the hall. For the winter months, when these exits will be little used, temporary close-fitting doors, proof against wind, cold, and storms, are provided.

7. *Parlor and Reception Room.*—There is a commodious parlor and a reception room opening off the main corridor, each capable of seating about 80 people which afford facilities for a great variety of small gatherings and constitute important factors in entertaining large social gatherings. The parlor with the women's retiring room opening from it and the reception room with the men's smoking and retiring room opening from it are designed to be used as checking rooms upon such occasions.

French windows reaching to the floor are provided for the parlor and the reception room, so that during gatherings of considerable size, like receptions, etc., a continuous promenade can be arranged from the front porch through these rooms to the lobby and even down great hall to the stage and back again to the porch with no crossing of lines or confusion. During house jollifications these lines may even promenade up the main staircase on one side to the second floor, out upon the front balcony, back to the mezzanine lobby, around great hall galleries, down the other main staircase and out again to the first floor porch. A thousand or more can enjoy such a promenade. Such promenades are often features of celebrations in our colleges nowadays and, under the conditions described above, can be accomplished without having the lines cross and without confusion.

8. *The Offices.*—Besides the general house office, 18 by 20 feet, for handling the business affairs of the house manager, the social director, and their assistants, there is an outer office or desk, 12 by 20 feet, for mail, house telephone switchboard, with both intramural and outside connections, for information, general oversight of the resident students and to announce callers coming and going, and for the advance sale or distribution of tickets where admission is charged for entertainments in great hall or in the parlors or reception room.

Individual mail boxes for all house residents are placed along the side of the desk. Safety-deposit boxes are provided in the vault.

This public desk is placed in the most convenient position possible for the residents and callers and is so arranged that the attendant gets a direct and close-up view of everybody coming or going through the main entrance, up or down the stairways or elevators, and of those passing along the corridor or using the public telephone booths. It also gives an equally direct view of every part of great hall and the garden entrances.

This advantageous position is not provided so much to make it possible for the management to discover irregularities in personal behavior as to serve as a deterrent to those who might be tempted to do unpermitted things.

In addition to these offices the following private offices are provided in various parts of the building for the leading members of the staff:

Faculty house member—one of the private rooms of her suite.

Mistress-of-the-hall—one of the private rooms of her suite.

Social director—the office and wardrobe of her section.

Physician and nurse—the consultation room of their suite.

House manager—the general office adjacent to her suite.

Superintendent of buildings and grounds—the receiving room.

Superintendent of laundry—in the laundry wherever that is located.

Head of the student self-government organization—a room of the suite on the second floor at the right end of the main corridor.

Swimming pool and recreation room attendant—adjacent to that section.

Gardner—in the greenhouse.

9. *Check Room.*—A check room, 9 by 12 feet, to accommodate the patrons of the dining rooms, or outsiders calling on the students or attending entertainments or other social

events in great hall, the parlor or reception room, is located on the main floor next to the desk so that the desk attendant can usually do the checking.

Toilets.—There is a general bathroom and toilet for the convenience of the young women residents and their women friends next to the service room on the corridor of the left wing as well as the women's toilet opening from the parlor. And the men's retiring room opening from the reception room. By having this light, well-ventilated room for the men it is believed that smoking elsewhere in the building or on the grounds can be avoided.

10. *The Guest Suite.*—A guests' suite is provided for the use of guests of the students who cannot be properly accommodated in the students' suites or of the members of the staff. One of the purposes of this new residence hall plan is to foster more frequent visits by parents and guardians, thus adding to the students' happiness and contentment, the management definitely inviting such visits whenever it is desirable for them to discuss with the parents or guardians disturbing physical, mental, or moral conditions in their children or wards. There is a well-founded belief among educational administrative officers generally that practically all of the too prevalent physical, mental, and moral disorders of students could be avoided and eliminated if they were taken in time and wisely handled; and one of the strongest arguments for this type of residence hall is that it is a step toward the accomplishment of this desired result.

11. *The Social Director's Section.*—The social director and her chief assistants have a suite consisting of a private entry, a bathroom, a study, two private rooms—one for the director herself and one for her assistants or for an office and a paraphernalia room. This last-named room is provided with ample drawer and closet space for all stores of bunting, stage supplies, costumes, etc., and the auxiliary furniture for great hall when that is used for entertainments. Here 400 opera chairs can be stored when not in use in great hall and still leave space for the other uses of

the rooms. Hand-trucks designed for the purpose convey the chairs to and from great hall so that no heavy lifting or carrying is necessary on the part of the student-assistants.

(a) *Use of the Parlors in Social Events.*—The social director's section is located opposite the parlor where rehearsals may be conducted. The parlor as well as the music rehearsal room and committee or club room on the second floor constitute, therefore, important adjuncts to, and in a way are parts of, her section. As stated above, a toilet and dressing room are added to the parlor which will afford conveniences for make-up, etc., without having to go through public corridors during rehearsals.

One of the sewing, pressing, and light laundering rooms is located next to this section and, if desired may be made a part of it by a connecting door in order that the social director may have ample help in making and adapting costumes, decorations, etc., as well as being so near that she can supervise this work with a minimum expenditure of time and energy.

(b) *How These Facilities Serve to Popularize the Hall.*—With these many facilities a resourceful social director even during the winter and during inclement weather, can arrange a program of almost daily affairs of an extremely interesting and fascinating character, thereby bringing to the entire population of the house that cheer and happiness which is of the first importance in maintaining the health of the students and the efficiency in scholastic work. Such pleasures coupled with the comforts afforded by the other general facilities will make the house so popular that the house members will be willing to conform to any reasonable regulations rather than endanger their chances of remaining in the hall.

The impression is very nearly universal that certain forms of amusement, both in our schools and out, and certain forms of student organization are being overdone and that the health, happiness, and proper development of our young men and women are being seriously interfered with thereby. Everybody knows also that there are many forms

of amusement and organization, to which there is no great objection, that are as enjoyable when well managed under favorable conditions. One of the purposes in developing this type of student home is to have the social activities eminently well managed under most favorable conditions. The first duty of the social director, therefore, should be to popularize those unobjectionable amusements and minimize the others.

At the beginning of the year, preferably in conjunction with the matriculation of new students, it is suggested, therefore, that the social aptitudes and attainments of each be ascertained, and that the social director plan the organizations and the social program so that every student will be actively connected with one or more organizations which will best give play to her aptitudes and attainments. These social events should occur frequently enough so that every student will be given the part in them that she can do most creditably and in which her natural aptitudes will be given fullest opportunity for development. It will transpire, therefore, under such conditions that the entire student body will shortly be taking keen interest and satisfaction in these unobjectionable social activities. The social director can then very properly refrain from fostering any kind of objectionable organization or amusement. The result will inevitably be that such will come to occupy a minor place in the thoughts and activities of the students.

The establishment of this modern type of residence in all of our colleges, universities, and professional and technical schools as the prevailing form of student-housing, and the positive training of the oncoming generation of young people, shortly to be the leaders in the social life of the country, to proficiency in these delightful, unobjectionable social activities, may result not only in giving them more satisfying pleasures during their school days but may turn the current of the general social life of the country away from its unwholesome trend back to normal again.

Even though the house community numbered five hundred or more there would be less likelihood of trouble than is encountered in ordinary dormitories housing much fewer

students but lacking these attractions. It will be noted that the section of the social director and that of the house manager are located on the same floor and are near each other. This is done in the belief that these two important members of the staff should be situated so that they can work in the closest harmony.

Student Self-Government Organization and Section.—Whether or not the institution has an efficient undergraduate government organization, the hall should have one. Many of these house organizations are now in successful operation in our colleges and universities, so that there is no longer a question about the desirability of this plan of maintaining order and discipline in dormitories, if the organization is properly created and maintained. The modern-type residence hall is planned upon the assumption that there will be such an organization to cooperate with the management. A suite with an office conveniently situated to carry on the work of the organization is, therefore, set apart for the head of this organization and her principal assistants on the second floor at the right end of the main corridor. As a condition precedent to securing their positions all of the forty or more student-assistants will be pledged to give their whole-hearted cooperation to the undergraduate government organization in maintaining order and discipline.

The Culinary Section.—The basement and first floor of the right wings are devoted almost exclusively to the culinary section. As already intimated, it is proposed that, if the arrangement is agreeable to all concerned, this may be operated somewhat as a practice school for the students of the household arts department of the institution, if there is such a department. Every detail therefore of the dining rooms, cafeteria, kitchen, serving rooms, bakery, etc., is designed to be of the very latest and best type and the service throughout of the highest order. Meals will be served not only to the residents of the hall but, if the management deems such a plan advisable, also to the administrative staff of the institution and their families and to outside students as well.

It is expected that in carrying out the policy of making this department an adjunct of the household arts department of the institution and of the social program of the hall that rather frequent extra serving will be required in the form of demonstration breakfasts, lunches, teas, dinners, and suppers, when every detail of proper table setting, serving, and table manners will be observed in which either the entire resident body or selected groups shall participate. It is also expected that the mistress-of-the-hall's desire to meet the students in the rather closer intimacy of small numbers, or the resident students' desire to entertain friends, will require similar serving outside of the regular dining room program. In all such cases, where the serving is initiated by any member of the staff with the object primarily of training or demonstration or for enriching the life of the students, it will be furnished by the culinary section free and charged up as part of the cost of running the section. If, on the contrary, the service is in the nature of so-called "spreads" initiated by students mainly for entertaining themselves or their friends, then it will be served at cost and the resident students participating will pay for it.

1. *Dining Rooms.*—Two dining rooms are planned in which the three meals will be served at stated hours—as for example, breakfast from 7 to 9 o'clock, luncheon from 11:30 to 1:30 o'clock, and dinner from 5 to 7 o'clock or at a stated definite hour for each meal if that seems more desirable. It is possible and may be desirable to arrange a self-help cafeteria separated from the main dining room by a screen, if desired, where meals may be served at all hours from 6 a. m. to 10 p. m. In houses where it is desirable to have the entire resident population take their meals together this can be provided for without difficulty. The main dining room and cafeteria have extra high ceilings, 21 feet, and extra large windows on three sides affording those cheery, sunny conditions which students so much need. The plan provides that all service in this section, except that of the matron, the chef, and the baker, shall be rendered by student-assistants.

2. *Meals Furnished at Cost.*—All dining room and cafeteria prices should be upon a cost basis, all service and overhead, including maintenance, depreciation, insurance, rent, taxes and interest on the investment being counted as part of the cost. In the cost is also included the meals of all members of the house staff but not those of their respective families, if they have any. Also there is included the cost of the meals of all the student-assistants working in the culinary section, and in case the house has to pay its own light, heat, power, and water bills; the culinary section must also pay its just proportion of these items and charge the amount to cost.

3. *Kitchen.*—This is a large well-lighted, well-ventilated room with a hooded entrance. Both the position of the kitchen in the culinary section and its equipment are designed to make this a model feature of the hall. The food is to be of such excellence and so abundant that it will be a strong factor in popularizing the hall. All fumes and surplus heat are drawn from the kitchen by forced ventilators so that not only the help but patrons of the dining rooms will be saved the effects of disagreeable odors so often the accompaniments of public dining rooms.

4. *The Dish-Washing Rooms.*—Between the kitchen and the dining rooms and cafeteria are the dish-washing rooms, designed to be equipped with the latest type of dish-washing and drying machines, having direct entrance from the dining rooms. They are provided with drawers and shelving between them and the serving rooms opening both ways, so that the clean silverware, glassware, dishes, etc., may be placed by the dish washers directly in the drawers and on the shelves of the serving room ready for use without re-handling.

5. *The Serving Rooms.*—Next to the dish-washing rooms and the dining rooms and the kitchen are serving rooms fully equipped to receive the cooked foods and prepare them for serving. All foods are kept at the desired temperature for serving by the modern hot-plate equipment. These

rooms will be the storage space for table linen, silver glass-ware, and dishes.

6. *The Dumbwaiters.*—The dumbwaiters in the serving rooms are designed to bring up baked goods, meats, fruits vegetables, and other supplies from the basement on hand trucks designed for the purpose, and to carry other hand trucks, likewise specially designed, with prepared foods, to the upper floors and to the diet kitchen of the health section. They are therefore made extra large, 3 by 5 feet, and land on all floors at the floor levels.

7. *House Manager's Suite.*—The suite of the house manager who will have general supervision of this section occupies the space adjacent to the dining room and kitchen. It consists of a private entry, a bathroom, a living room, one private room, and an office.

Her duties include not only the management of the entire culinary section and help, but the purchase and proper storage and preservation of all provisions, raw materials, and supplies for the section, unless these duties devolve upon some other functionary. The superintendent of buildings and grounds will assist her to the extent of furnishing her with correct inventories of all stocks of provisions, raw materials and supplies, and all additions to and withdrawals from them.

The Student-Assistant Section.—The rooms of the two left wings on the first floor are set apart for the student-assistants in the management and operation of the hall. These rooms are the same size, laid out in suites the same, and furnished the same as the students' rooms elsewhere in the building, so that a self-supporting student may feel the same dignity and enjoy the same comforts, privileges, and advantages that other students do. Indeed, the plan does not contemplate that student-assistants must necessarily occupy a room in the sections set apart for their use but may chum with students elsewhere in the building when such an arrangement is mutually congenial, and vice-versa. It is presumed, however, that, in general, the setting apart of

such a student-assistant section will be specially appreciated by self-supporting students since their hours and conditions for study will have to be somewhat different from those of the other students. Double-swinging doors in the corridors at the entrance to these sections in a women's residence hall indicate the point beyond which men will not be permitted to go, and the portal to precincts where study-hour regulations strictly apply.

If the building is put to any of the uses described on page 514 outside of student-housing, requiring class or lecture rooms, these sections may be cut up into rooms of the proper size for such purposes.

THE SECOND FLOOR FEATURES OF THE MODERN-TYPE RESIDENCE HALL

General Second-Floor Features.—These include the mezzanine lobby, the great hall, parlor and reception room galleries and visitors' box, music rehearsal room and two music balconies, a motion picture projection room, committee or club room, service room, and suite of the president of the student government association.

1. *Mezzanine Lobby.*—Three wings of the second floor are taken up by the double-height first-floor rooms. The mezzanine lobby, occupying the central portion of this floor, is designed to be comfortably seated with settees and chairs and to be as attractive and as generally used as great hall itself. The oval open well in the center gives height and spaciousness to the main lobby below and a view from the second floor of what is going on in the main lobby. It also gives the desk attendant a view of what is transpiring on the second floor. A brilliant circle of ceiling lights is planned above the well for lighting both the main and the mezzanine lobby. Other public telephone booths may be provided beneath the central staircase to the third floor.

2. *Staircase and Promenade.*—The grand staircase leading up and down from the glassed-in promenade makes a charming place for students to congregate in considerable

numbers and "carry on," as they say, singing their jolly college songs or the restful vesper songs and studying during the quieter portions of the day. Deep window seats are provided along practically the whole front of the promenade and fully a hundred can sit about the promenade and on the central staircase, if desired, the staircase thus serving as a sort of "grandstand" for the audience enjoying the antics of the fun-makers. It takes no imagination for one to see what uses a resourceful social director can make of this very unusual combination of features, especially on stormy days when little diversion is possible out of doors.

3. *Front Balcony*.—Where the building occupies an ample setting, as it may where it constitutes one of a group of college buildings on a large campus, front balconies are provided. The promenade in such a case opens out upon a balcony, 20 by 50 feet, by wide doors so that during the spring, summer, and autumn practically the entire student body of the house can congregate within easy sight and sound of the promenade for these jollifications. On commencement occasions and other great days in the calendar when mass events are staged, a body of students in this balcony with a piano to accompany them could lead hundreds, or thousands for that matter, gathered on the lawns in the singing of college songs or in cheers or other mass performances.

In two or three minutes, without any lifting and without the necessity of calling in man-power, a piano, player piano, or phonograph can be easily moved, even by young women, from the music rehearsal room to the promenade, the front balcony, or other parts of this floor by use of the modern piano truck, thus greatly increasing the usefulness of the recreational features of the floor. There is hardly another place either in or about the building or grounds where the students can carry on these inspiring, cheering, and spirit-raising activities so out of earshot and out of sight of students engaged upon their lessons in their studies or private rooms.

4. *The Gallery*.—Whether the ceiling of great hall is arched or beamed, an 8-foot gallery, beginning in the visitors' box on one side and music balcony A on the other; extends along the sides of great hall above the book stacks and connects with the balcony in the rear, thus making a gallery at least 8 feet wide extending entirely around the hall and adding considerably to the seating capacity on occasions when unusually large gatherings are being accommodated and making an indoor extension of the promenade, adding still more to the enjoyment of this feature of the building. It will also afford a fine opportunity to observe the passing events in great hall during receptions and similar functions. It will be excellently lighted by the upper part of the great windows of the hall so that it may be used constantly as a retreat for reading, study, or for entertaining callers.

5. *Music Rehearsal Room and Balconies*.—On this floor is the music rehearsal room where the various instruments may be kept, and if a house orchestra is developed, where they may have their rehearsals at stated times. Opening from this room and overlooking great hall, and in the opposite direction overlooking the dining rooms, are the music balconies, A and B, where the orchestra may be located for a daily hour of inspiring music. Music by the orchestra may easily be made a part of any of these promenade merrymakings or of larger assemblages where outsiders are invited. During banquets in the dining room, music balcony B may be used either for the orchestra or for the prominent speakers. Upon very special occasions the table of honor may be set and served in the balcony, the music rehearsal room being used as a serving room. The food could be brought up by utilizing the service elevator to convey the trucks to the second floor.

Both music balcony A and the visitors' box, overlooking great hall, may be similarly used as points from which prominent personages can address the assemblages below without specially seating the hall and the formality of a "stage" appearance.

Double-swinging doors separate music balcony *B* from the main corridor just as similar doors on the first floor shut the culinary section from the main corridor, lobby, etc., and for the same reason. They may also be used to soften the music of the orchestra in the dining room balcony so as not to interfere with promenade events when both chance to be in progress at the same time.

6. *Parlor and Reception Room Galleries.*—There are also narrow galleries opening from the main corridor of this floor overlooking the parlor and the reception room, and separated from the main corridor by double sliding doors. These galleries are provided primarily in order that interested students may quietly and unobtrusively take advantage of addresses or discussions going on below, as, for example, scientific talks, travel talks, music and art talks, or the hundred and one group events in the social director's program, as well as talks to groups of students by the dean of women or other administrative officers.

7. *Motion Picture Projection Room.*—This may be made a real room, 10 by 10 feet, with walls extending to the ceiling 10 feet, 6 inches above, having an appropriate bayed and decorated front towards great hall, or it may be constructed as a pagoda with an oriental roof only as high as is necessary—possibly 7 feet—in order that the view of the central unit of the grand staircase from great hall may be less obstructed. The door may be of glass, giving students and visitors an opportunity to see how the various machines are operated without interfering with the work of the operator.

8. *Committee, Club Room, and Student Organization Room.*—A student population of five hundred will make extensive use of committee rooms. There is therefore provided, in addition to the parlor and the reception room, which it is presumed will be used somewhat for such purposes, this further room where more distinctive club activities may be carried on. It is presumed that under the supervision of the physical or the social director every student in the hall will become a member of at least one of the vari-

ous athletic or recreational clubs—tennis, golf, lacrosse, basketball, handball, hockey, archery, boating, swimming, skating, coasting, riding, motoring, fishing, campfire girl, girl scout or week-end hikes, plant or bird hikes, corn roasts or clam bakes—and this room is designed to afford them a convenient place of meeting to discuss plans.

It may be made an auxiliary paraphernalia room where the general property of these clubs may be stored, although the storage room in the basement is the proper depository for such effects if they are not in constant use. Here may be kept the seat mats for use on the stairways when sittings there are desirable during promenade events.

9. *Suite of the Head of the House Undergraduate Government Organization.*—Adjacent to the music balcony overlooking the dining room is a suite, already alluded to, consisting of an entry, bath, one private room, and an office for the use of the head of the house undergraduate government organization or any other necessary officials or semiofficials of the management. It is situated very conveniently for that purpose, being close to those parts of the second floor where much of the students' activities are carried on and thus accessible to everybody going up or down the stairs.

THE UPPER FLOORS OF THE MODERN-TYPE RESIDENCE HALL

General Upper Floor Features.—These floors are to be devoted almost exclusively to students' rooms and suites. The following features are, however, to be found on each floor; an elevator lobby, a combination bed, mattress and linen storage room, a room for extra trucks, and a combination service room and kitchenette. Distributed among the upper floors where they will be most convenient are also the following features: a health section, consisting of the infirmary, the diet kitchen, the convalescents' balcony, a consultation and treatment room, and the physician's and nurse's suite, also two sewing, pressing and light laundry rooms.

1. *Rooming Units.*—The experience of institutions which have tried the plan of offering the students a variety of

rooming possibilities demonstrates beyond any doubt that this plan is generally superior to any plan for only single rooms. This modern-type residence hall plan provides a greater chance for choice than any heretofore devised and manages it without breaking up the building into detached divisions which make impossible some of the best features of a really homelike hall throughout. The following indicates the various types of suites. The numbers include the suites indicated herein as specially suitable for the use of guests, of the staff and of the help.

	No. of each type.
One-private-room and bath	2
One-private-room, study and bath.....	6
Two-private-rooms and connecting bath.....	10
Two-private-rooms, study-dressing-room and bath.....	20
Two-private-rooms, study and bath.....	15
¹ Two-private-rooms, study, study-sleeping-balcony and bath....	28
Three-private-rooms, study-dressing-room and bath.....	25
Three-private-rooms, study and bath.....	6
Three-private-rooms, study, kitchenette and bath.....	4

2. *Single Rooms*.—There are a few single rooms, so interspersed with the suites that students desiring the isolation which the single room affords can have it without being banished to some remote wing or tower, where they miss the inspiration of the common life of the hall. If at any time there should be a demand on the part of the students for more single rooms, or if the management ever came to the conclusion that better results could be secured by single-room units rather than by the suite arrangement, each study could be converted into a single private room by locking one connecting door and installing one or two wardrobes. Every room in the hall could thus be converted into a single private room with no change in the structure necessary.

¹By consulting Figure 11 showing a typical floor plan, alternate arrangements for the space designated as study-sleeping-balconies will be found.

3. *One Private-Room-and-Study Suites.*—On each floor there are suites consisting of an entry, a bath, a study, and one private room for those students requiring the isolation of a single room but desiring a study also.

4. *Two - Private - Rooms and Study - Dressing - Room Suites.*—On each floor there are suites with a common entry, bathroom, and study-dressing room, making it possible for two, three, or four students to have some of the advantages of home life in common, without the added expense of a large study. This type of unit has been adopted in some recent residence halls as the prevailing type. While the study-dressing room is too small to be rated as a living room, yet it is lighted, heated, and ventilated as well as the larger rooms and is intended to be used by any of the four chums who desires temporary isolation for either study or dressing purposes. Ample drawer and cupboard space facilitates such uses.

5. *Two-Private-Rooms-and-Study Suites.*—These suites each have an entry, a bathroom, a study, and two private rooms. This provides for most of the home comforts which a certain type of student prefers. Here two, three, or four chums can enjoy a maximum of companionship with a minimum of interference with their school work. Each private room is as complete and isolated for study purposes as the ordinary single room, having its own entry and exit without passing through the common study where fellow students may be studying and also without passing through any other student's private room. The common study may be made as homelike and cheery as the group desires. Each member of the group bears his share of the expense of the extra room used for the study.

6. *Two-Private-Rooms-Study-and-Study-Sleeping - Balcony Suites.*—These suites on each floor—two at the back of each wing—provide a common entry, bathroom, study, two private rooms, and a spacious study-sleeping balcony accommodating three single beds; each has closets and furnishings for permanent as well as for temporary use. As they

are provided with radiators and ventilation the same as other rooms, these balconies are as desirable for winter as for summer use. They are screened for summer use and double glassed for winter, making them into cheery sun parlors for study. The windows swing open fully and easily for complete outdoor conditions night or day whenever desired. The study-sleeping balconies have direct connection through a private passageway with the regular study and bath of the suite, making it unnecessary for the occupants to pass through private rooms or public corridors coming and going. A doorway leading directly into the corridor makes it possible to have the study-sleeping balconies used for either study or sleeping purposes by those occupying other than the adjacent suite. Drop screens giving free passage of air but cutting off the view can be provided for the archways looking towards other balconies and between the several beds of any given balcony and along the common passageway to afford the maximum of privacy.

The balconies adjacent to the infirmary and the physician's and nurse's suite are designed for consultation or treatment rooms or for the use of patients, but a doorway leading directly into the corridor without going through the infirmary or the suite makes it possible for other than patients to use these for either study or sleeping purposes when they are not needed for general purposes or for patients.

If found desirable, a washbowl with running hot and cold water can be located in each of the study-sleeping balconies as shown on the plans. These arched balconies are so designed that they do not mar the general good architectural effects of the building but rather enhance them.¹

7. *Three-Private-Rooms-and-Study Suites.*—The plan goes so far as to provide suites on each floor with a common entry, bathroom, and study and three private rooms. This type is as attractive as the two-private-room-and-study

¹An alternate arrangement for this space designated as study-sleeping-balconies will be found by consulting Figure 11.

suites, provided the greater number is not permitted to interfere with work for each will bear a proportionately smaller share of the expense of the extra room. If resident faculty members are found to be necessary or desirable these suites will be admirably adapted for their use. One of the private rooms can be built as a kitchen if there is a demand for one in the suite, and one can be used as an office.

8. *Suite of Mistress-of-the-Hall.*—The mistress-of-the-hall or house mother in a hall of the size of the one here described should be either the dean of women of the institution or someone as fully equipped to advise the girls. With the help of the social director and house manager it is her duty to see that the students are kept well and happy and in the best possible condition to do successful school work. The suites of her two chief assistants are located on the ground floor about as much in the midst of things as possible but that of the mistress-of-the-hall is designed to be located in the quiet of one of the upper floors or on one of the tower floors. Here with one room of her suite used as a private office and consultation room she can meet the girls in seclusion which invites the confidences so essential to the one who takes the place of the mother. Any strictly business matters which should command her attention can be transacted in the general office on the first floor.

9. *Special Features.*

(a) *Private Entrance Door for Each Private Room.*—As indicated above, in order to insure a minimum of disturbance for those working or entertaining company in the study of the suites, ingress and egress from the private rooms is provided either through the common entry or by a private door into the corridor without passing through the study.

(b) *Wrap Closets.*—Wrap closets are provided for the private entries of all suites to receive outer garments, umbrellas, athletic and sport paraphernalia, etc., which are the chief items in the list of things which usually cause disorder in a students' room.

(c) *Closets, Cupboards, and Drawers.*—Another fruitful cause of untidiness in students' rooms is the lack of sufficient and convenient drawer and cupboard space in which to stow away the thousand and one things which accumulate in the ordinary course of a student's life. This plan provides ample accommodations in this direction and removes the last excuse any student will have for an unsightly or disordered room.

(d) *Fireplaces.*—No fireplaces are shown in the plans in any study but if it seems desirable to include them in all or a part of them this can easily be done by slight changes in the plans, and built-in bookcases can then be grouped about the fireplace and an ingle-nook created if desired.

(e) *Special Provision for Essential Pieces of Furniture.*—The private rooms are so planned that there is always room for two single beds, if that is desired, and generally there are at least two good locations for each piece of essential furniture, thus permitting occasional rearrangement.

(f) *Provision for Additional Beds.*—In case an occupant of a suite is sick and it becomes desirable to have a friend or nurse in attendance, or in case of anniversary occasions where numbers of outsiders have to be cared for, the plans for each study permit one or two extra beds to be placed in each.

(g) *Bathrooms.*—The general policy in this plan has been to have a private bath for each private room or group of rooms. With the rapid change which has taken place in recent years regarding the installation of bathrooms in ever increasing numbers in private homes, apartment houses and hotels occupied by or patronized by the common people as well as in those patronized by the more wealthy, the time has come when the policy above outlined should have much weight with those who assume to provide housing for students coming from these families. It has been found possible to make "perfect gems" of bathrooms in recently constructed buildings of the types above described in a space $5\frac{1}{2}$ by 6 feet, or 6 by $7\frac{1}{2}$ feet, including the "duct"

section for the service pipes, ventilation, etc. This is the type of bathroom generally indicated in the plan. They are white tiled with set-in mirror cabinets, with provision for access to the service pipes, etc., without defacing the walls. They are equipped with the best fixtures and are ventilated independent of the room or suite they serve. In order to avoid as far as possible any necessity for delay in the use of the bathrooms, especially where several in a suite must use one bath, a fully equipped general bathroom is located on the corridor of each wing of each floor.

10. *Elevator Lobby*.—On each floor there is an elevator lobby, including the adjoining section of the main corridor, with wide windows, looking out to the front and with a view the entire length of the corridor of the middle wing. The plan provides that these elevator lobbies shall be seated with lounges and easy chairs and made as homelike as the main lobby, great hall, and mezzanine lobby. With such a comfortable and quiet place for students not of the same suite to meet for work during study-hours outside of the private rooms and suites, and subject to the observation of the elevator attendants, it will be easy to make study-hour rules which will be well-nigh perfect in their operation and materially increase the ability of students to do their best scholastic work.

11. *Resident Faculty Member*.—The provision already alluded to of having in the building at least one faculty member is made in part so that, if a rather versatile member is selected, almost any student who finds upon settling down to work that something needs explaining can call upon this member with a good chance of securing the help needed, and thus reduce to the minimum the temptation to break in upon the study of fellow students. This member will also be on hand in the absence of the mistress-of-the-hall to advise with the head of the house undergraduate government organization regarding infractions of the general good order and discipline of the house in emergencies, although it is not the plan to have this faculty member responsible for the discipline or to any great extent take part in it, except in this

advisory capacity. She will be given the use of a suite, an assistant, and perhaps meals for such service.

The Health Section.—The health section should preferably be located on the top floor. The infirmary and adjacent convalescents' balcony will accommodate eight cots, but ordinarily only part of these will be set up, leaving ample space on both sides of each cot. The adjoining diet kitchen is provided with appropriate closet, cupboard, and other storage space. The range is hooded and ventilated above to carry off all odors of cooking.

The physician's and nurse's suite consists of an entry, bathroom, study, two private rooms, and a balcony which may be used either by the physician and nurse as a consultation and treatment room or by patients as the exigencies may require. The entrance is within the doors across the corridor marking the bounds of the health section, so that patients may be taken from the consultation room to the infirmary or to the convalescents' balcony without being seen from the corridor outside. On opening days of school or when epidemics or other emergencies bring many students at a time to the physician's and nurse's suite and outside professional help is required one or both of the private rooms can be transformed into a private office for these physicians or nurses. And the house physician and nurse provided with private rooms elsewhere.

A dumbwaiter to the kitchen and basement provides for carrying light articles up and down and the service elevator is available for transferring heavy articles as stated elsewhere. The dumbwaiter is so designed that hand trucks brought up on it can be run out into the diet kitchen and infirmary. By this plan, if there are only one or two patients to care for, all preparation of foods may be done in the regular kitchen, if desired, thus saving the work and expense of heating up the diet kitchen range. All doors leading into the infirmary are double sets of double-swinging doors to prevent noises, smells, or other disturbing factors from reaching the patients. These doors are equipped with metal guards so that a single attendant may bring a patient

from any part of the building up on the service elevator and through the doors either on a wheeled cot or an invalid chair into the infirmary without the necessity of stopping to open or shut doors. The same arrangement of a double set of double-swinging doors similarly equipped with metal guards is, for the same reason, made for the passage from the infirmary to the convalescents' balcony.

Service Rooms and Kitchenettes.—Each floor has a service room which is also a kitchenette, supplied with a limited outfit of dishes and utensils for the use of individuals or of small groups of students for fudge parties or other larks, which will tend to eliminate the muss and disorder often resulting from the use of private rooms for this sort of innocent and desirable fun. It will likewise do away with one of the most serious sources of friction between the students and the management. These service rooms are equipped with a hooded range amply ventilated to carry off the odors which might otherwise find their way into the main corridors and cause complaint. There is also a dish cupboard, the keys for which may be secured by the student who assumes the responsibility for breakage, etc., if such an arrangement is desirable. A laundry chute marked DC CH opening on one of the right hand corridors on each floor leads to the laundry in the basement thus reducing the amount of running up and down in the elevators with the consequent loss of time by the help and student-assistants who operate the elevators and have the general care of such matters.

Each floor has also a service room for the cleaners provided with one or more rubber-tired service trucks for use in the corridors in order to reduce to a minimum the noise, confusion and drudgery incident to the care of the corridors, etc. The service rooms have their own independent ventilation.

Sewing, Pressing, and Light Laundry Rooms.—The sewing, pressing, and light laundry rooms should be equipped with sewing machines, steam pressing machine, tables, etc., so that even young, inexperienced girls may (under the

guidance of a trained assistant) easily learn to do their own simple repairing, pressing, and ironing, thus adding to their general housekeeping ability and acquiring an almost invaluable art for any woman who has the ambition to keep her clothing in perfect condition. Arrangements are made in the general laundry for the students to do a part or all of their own laundering if they desire to. At least two of these sewing rooms are planned. As already suggested, one of them may very well be located on the first floor next to the social director's section and, if deemed desirable, be connected with it. In carrying out the full social program, which the many social features of this building make possible, both the social director and her assistants, and the students participating in them will have almost constant need of the facilities of such a room for making and adapting costumes and decorations and keeping sport clothes neat and in repair.

Bed Storage and Linen Room.—The necessity of having an assistant in time of sickness or the arrival of friends will occasionally cause the setting up of extra beds in the students' suites on short notice. These extra beds and mattresses and the linen for that floor are therefore stored in a special room on each floor adjoining the elevators.

Extra Truck Room.—As has already been clearly indicated, it is the purpose in making such extensive use of student-assistants to take from what have always been "menial occupations" those elements which have made them unnecessarily degrading or tiring. To this end modern hand trucks, built especially for the work in hand, are made to do most of this hard undesirable work. In order that these trucks may be at hand and still out of sight and out of the way, a truck room is provided next to the service elevator.

USES OF THE MODERN-TYPE BUILDING OTHER THAN FOR HOUSING WOMEN STUDENTS

The building herein generally described as a women's building is not limited to this use by any means. With slight

modifications it is equally well adapted to be a men's building.

As a Residence for Young Business Men or Women.—The references herein have been largely to its use as a residence hall for students of secondary boarding schools or institutions of higher education. It is equally valuable and adaptable as a new and very superior form of low-cost residence for unmarried young men or young women who have left school, perhaps after having lived in such a residence hall for several years and having come to love and profit by its wholesome, cheerful life, and are obliged to live away from home in our cities during the years of their upward climb until they are ready to establish homes of their own.

As a Young Men's Christian Association or Young Women's Christian Association Building.—It is equally well planned to serve as a modern type of Young Men's Christian Association or Young Women's Christian Association building for cities and large towns or as city houses for a multitude of other organizations whose object is to develop a stronger and better type of physical, mental, social, and moral manhood and womanhood.

In case it is adopted by any such organizations conducting educational classes, the student-assistant section of the first floor, and, if necessary, of the second floor, may be located elsewhere and this space may be devoted to classrooms. The smaller boarding schools and colleges in urgent need of more classrooms as well as dormitory facilities may likewise avail themselves of this suggestion until other provision can be made, in case the building laws do not forbid it.

As a City Club or Fraternity House.—The building is also admirably adapted as a city home for clubs, fraternities, nurses, deaconesses, settlement workers, or other social or semisocial organizations desiring living quarters for their members.

As a Health Center.—It can also be made the unit of a new self-supporting movement for the establishment

of health centers in every quarter of our cities where first emphasis is being placed upon the maintenance of health. In this use, at the same cost of living, it will not only afford clean, wholesome, health-giving living quarters for the many thousands who now exist in the dark, poorly ventilated hall and court rooms of our cities with no real opportunity for social life, but can be made the clinic center for the surrounding neighborhood where advice free, or at very low cost, may be obtained by any one as soon as he becomes aware that he is physically or mentally unwell.

When put to any of these various city uses the building may still be largely operated by self-supporting students in attendance upon nearby schools, either secondary, household arts, business and other vocational schools, colleges, universities, professional or technical schools.

When the building is designed for any of the city uses above recited, it may be of any desired height or form. As an eight-story building it will have over 500 private rooms besides the studies, general rooms, and space for help, with a maximum capacity of over 1000. As an eleven-story structure it will provide over 750 private rooms with a maximum capacity of over 1500. As a fourteen-story building it provides over 1000 private rooms for a maximum of over 2000 persons.

APPENDIX J

PRINCIPLES OF CONDUCT

The following principles of conduct were formulated some years ago by a committee consisting of a number of college officials and deans of women to constitute, after further development, a standardization of social customs and practices which it was hoped, through the general adoption and promulgation by our schools, would be generally accepted and come to have wide significance in the social order in America. The members of the committee were: Caroline M. Breyfogle, then of Ohio State University; Ada L. Comstock, Radcliffe College; Florence M. Fitch, Oberlin College; Lyda Shaw King, Brown University; Florence Purington, Mt. Holyoke College; Florence Richards, Winona State Normal College; Jessie Towne, Central High School, Omaha, Nebraska.

To assist in bringing about a recognition of these principles, deans and advisers may consider it advisable to have them printed and placed in the hands of the young people to supplement confidential interviews, or to use them under other circumstances when their willing acceptance and adoption will be most assured.

As a tentative statement of fundamental principles underlying right and universally applicable, social relationships the following are suggested:

I. Social conduct should be based on respect for one's best self and the determination to make the best self prevail.

II. Social conduct should be determined by belief in and respect for the best in others.

III. Social conduct should be regulated in full recognition of the social issues involved.

Let us examine these three principles a little more closely.

I. 1. Respect for one's best self and the determination to make that best prevail justify the demand for free self-direction, but require that we redefine freedom. Freedom is not license, nor weak following of the path of least resistance; but to be free is to do and be what *I* will—to achieve my best and truest self. It is what is involved in the striking paradox, "To be the slave of an idea is not the privilege of every man—but only such slaves are really free." The free man is independent, not controlled by mob spirit or the will of the crowd. It is thus necessary that, as outward restraints are removed, inner defences shall be strengthened, if freedom is to be the friend and supporter of self-respect, and not its enemy.

2. The man who has respect for himself is genuine; he does not wish to appear other than he is, to resort to any cheap and ostentatious display, or to act on any low or false motive. He has personal integrity, inwardness of life, stability of purpose, steadiness of will.

3. He who is determined to make his best self prevail recognizes the unity of physical, intellectual, moral, and spiritual welfare, and avoids all that lessens vitality and lowers resistance.

4. He demands from himself and from others rightful recognition of his highest. He refuses to live chiefly on the plane of physical needs and appetites, or to be controlled by physical impulse. In his social relationships he finds enrichment of every part of his life, but chiefly the life of the spirit. If the war is teaching us one lesson above another, is it not this—the relative insignificance of the physical as compared with all else for which man lives?

5. He who thus has respect for his best self lives the present in the light of the future. He conserves his powers for their highest uses and will not allow himself the youthful follies which leave a weakened mind and an enfeebled will, create distrust of self and of others, especially in the realm of affection, and make impossible any rich love experience.

6. The self-respecting man will not hold himself cheap. This principle guards against careless intimacy with a chance acquaintance; it vetoes "putting one's self under obligation" by such acceptance of invitations as are prompted by lesser motives than personal friendliness; it precludes "selling one's birthright for a mess of pottage;" it is at the root of all the etiquette of introductions. Similarly, it guards jealously not merely character, but also reputation and influence, against anything which might appear questionable and compromising, which might seem to another careless and cheap.

Furthermore, he who respects himself demands from others and shows toward others that fine appreciation of the priceless value of each individual which is the second root principle of social relationships.

II. Social conduct should be determined by belief in and respect for the best in others.

1. This respect for others insures such consideration and courtesy as guards against not only the very suggestion of injury and annoyance but also all embarrassment and uncomfortable self-consciousness.

2. Such belief in and respect for the best in others—once become general—will remove the occasions for distrust and suspicion, will insure that there be no malicious tempters and mischief-making gossips, and thus will make possible larger freedom in all our social life.

3. This principle has been given its classic formulation by Kant, "Never treat a person as a thing." It denounces the man or woman who flirts and trifles, who uses another person as toy or tool or slave, who seeks physical thrill or emotional excitement as a means to relieve life's monotony, who "accepts the pleasure of an intimacy, the normal results and responsibilities of which he shuns." It forever condemns all fickle promiscuity and impersonality, which masquerade under the name of love, as truly as more flagrant offences against the sacredness of personality.

4. He who believes in the best in others is, as Emerson says of a friend, "one who makes you do what you can." He would not make goodness hard or temptation easy for any other. In the language of boys and girls, this is to be "good pals" and to "play fair." It is forgotten by the girl who, by dress or posture, stimulates the physical instincts in man, or the man who takes advantage of the hospitality or confidence or ignorance of a girl in howsoever slight a way.

Such respect for others carries with it all the finest elements of chivalry, not only the chivalry of man toward woman, but everywhere the glad devotion of the strong to the weak which was the very essence of knighthood, and which makes no true man or woman willing to take advantage of the frailty of another.

III. Problems of social conduct can be solved only as men and women learn to think and to act in full recognition of the social issues involved.

1. There must be regard for the existing social organization. Such organization, whatever the country or the time, involves two things—a social code and a social program. The code is made up of conventions, such as those by which we greet each other, make new acquaintances, and carry on all our social intercourse. At its lowest, it oils the wheels of society and prevents misunderstandings; at its highest, it is the vehicle of kindness and good will. The social program provides avenues for the making of friends and for social pleasures. It should give ample outlet for all normal love of companionship and recreation, and, on the other hand, involve the minimum of risk for the ignorant and inexperienced.

2. Both code and program are human institutions and must undergo constant revision and change; but principle and not impatience of restraint, should be the guide. Anyone who ignores the established

code or seeks to change it, or who substitutes for the accepted social programs forms of companionship or recreation not sanctioned, should do so only in full appreciation of these two instruments of civilization. Every change should meet the test of what it has to contribute to a social order, safe, wholesome, and fitted to give every individual an equal chance. Especially those who, through age, education, social, professional, or business prestige are in positions of leadership, need to give thought that their social practices are safe to follow for those who inevitably learn from them.

Problems

To be considered in the light of the principles stated above.

1. How far does the social intercourse of men and women rest on the same bases as that of men and men, or of women and women? What differences are there? How do these affect social standards?

2. What is the value of the social introduction? When may one wisely make acquaintance without it?

3. Are there definite conditions for the acceptance of hospitality and invitations?

4. Under what conditions may one young man and one young woman wisely be alone together: (a) in a house or closed room; (b) on city streets or country roads; (c) in parks and in woods; (d) when withdrawing from dances to gardens and streets; (e) when driving or motoring?

What principles are involved in these situations?

What difference does the time of day or evening make? Is there any cumulative stimulation or any relaxation and weakening of will incident to late hours?

5. Under what conditions may a young man and a woman go together to a restaurant unattended? What requirements should be made as to the nature of the restaurant? What of evening dinners and after-theater suppers?

6. Under what conditions may a young man and a young woman attend the theatre or movies together unattended? Is the situation altered if such attendance involves a long trip to an adjoining city?

7. What differences should there be in the degree of freedom allowed and the kind of conduct considered suitable for young people of fifteen and of twenty-one?

8. Is the need of care increased or diminished by (a) disparity of age; (b) business relations; (c) family connections?

9. What gradations in the intimacy of personal relationships may be legitimately recognized? What rights and privileges are inherent to each degree?

10. When is a chaperon desirable and why?

11. Does one's physical posture have anything to do with one's self-respect? With holding the respect of others? Has this any

bearing on lounging in hammocks, on the ground, on the seashore, etc.?

How does posture affect the spirit of dancing? Does the length of a dance and the length of interludes have any influence?

12. Is physical contact ever allowable? Under what conditions? Is so-called "spooning" a harmless recreation? If not, where lies its danger? What are its social bearings?

13. How far is dress significant as a reflection of personal ideals? Of self-respect? Why is women's dress often said to be a source of temptation to men? When is dress "suggestive?" What is appropriate dressing?

14. What make music and pictures sometimes "suggestive" and unwholesome?"

15. Does attendance at cheap theatres and low-grade "movies" transgress any of these principles? If so, which and why?

16. What restraints need to be placed on conversation? Are they chiefly restraints as to subject or manner of conversation?

17. What is the best basis for normal comradeship between men and women-group life, recreation by couples, social calls, or what? Is there any danger in many hours spent idly together?

APPENDIX K

STUDENT COUNCILS IN SECONDARY SCHOOLS¹

Appendices K, L, M, and N are included because so much of the school life and of the discipline of our secondary schools in recent years has come under the direct control of the students that the following very full descriptions of student councils, assemblies and activities are given in order that deans, advisers, and others engaged in this field may have the benefit of them in assisting in the proper development and operation of these powerful agencies.

The student council is the central organization of extracurricular activities of the school, designed to offer most effectively opportunity for individual initiative in the life of a modern democracy by means of pupil participation in school government. This does not imply turning the entire government over to the students, but it does imply participation, gradually increasing pupil responsibility, under the guidance of those who are legally and morally responsible for the activities of the school. Its justification lies in its educational value to the pupils as well as in its administrative value to the school.

The student council encourages, charts, and unifies the many other school organizations branching out into the various activities of modern school life.

OBJECTIVES

1. To substitute real democracy as a form of social and self-control in place of teacher dominance; in other words, to substitute internal for external control.

¹Report of Committee on Student Councils, Extracurricular Activities, Teachers College, Winter Session, 1924-25, Education 2350. The committee members were Jessie T. Oldt, Chairman, Louise Jerrel, Timothy Beresniy, Edna C. McCabe, C. N. Smith, Harriet V. Fitchpatrick, Ellen L. Lash, A. J. Goodskey, Hollis D. Kemper, William Kolodney and David C. Cheng. Neither the class as a whole nor Dr. Fretwell take any credit for or assume any responsibility for this report.

2. To acquaint pupils with the machinery, duties, and responsibilities of the individual in a democracy.

3. To develop a respect in the group for group-made regulations.

4. To develop a spirit of willing cooperation between pupil and pupil and to encourage a closer relationship between pupil and faculty.

5. To develop qualities of good leadership and intelligent follow-ship.

6. To secure, through wise teacher guidance, the elimination of those corrupt practices which have worked into the scheme of democracy as it functions in civil life.

7. To afford pupils here and now the opportunity to live in a democratic organization, thus giving them the opportunity to practice with satisfaction the life of a good citizen.

PLAN FOR LAUNCHING A STUDENT COUNCIL

1. The principal should be thoroughly acquainted with the procedure and aims of student councils.

2. The interest and cooperation of the faculty should be aroused.

3. The sentiment favorable to student councils should be developed slowly in home rooms, class organizations, and assemblies.

4. The principal should select a temporary committee composed of representatives from the faculty and student body to frame a temporary constitution for a student council.

5. The constitution should be approved by the entire student body.

6. The establishing of a student council should come in response to a need felt by the students. It should begin in the simplest form, growing as the need arises and as the pupils prove their ability to handle increased responsibility.

The plan for a student council submitted by this committee is designed for a coeducational high school of about 1,500 students in the Middle West. The school shall be a senior high in a 6-3-3 system, shall occupy a building apart from the junior high, and shall have no more than 10 per cent foreign element in its enrollment. It is understood that classes shall be graduated twice a year.

EXPLANATION OF THE PLAN

1. The class council shall be composed of the presidents of the home room organizations, and the officers of the class organization shall act as officers of the class council. The faculty adviser for the class shall be the adviser for the class council.

2. The officers of the school council shall be nominated by a primary ballot in the home rooms. The seniors shall nominate the president and vice-president. The juniors shall nominate the treasurer and the sophomores shall nominate the secretary.

The two students receiving the highest number of votes for each office shall constitute the candidates and shall give campaign speeches in a school assembly, stating their ideals for the office to which they aspire.

The school at large may nominate an additional candidate provided seventy-five names are affixed to the nomination.

The officers shall be elected by the school at large. The election shall be by ballot at voting precincts.

3. Two boys and two girls shall be elected by each of the six class councils as members of the student council.

4. The adviser of girls and the adviser of boys shall be appointed by the principal to act as advisers for the student council and shall be members of the executive committee of the council.

5. The executive committee of the student council shall consist of the officers of the council and the two faculty advisers.

6. The chairmen of standing committees appointed by the executive committee of the student council shall be members of the student council. These appointments shall be ratified by a majority vote of the council.

7. The principal shall appoint a faculty committee on organizations and this committee shall appoint all advisers for class organizations, for the student council, for the standing committees of the student council, and for the clubs. In all cases the wishes of the organization or committee shall be consulted in the appointment.

A court of seven students appointed by the executive committee of the student council and ratified by the council shall pass upon infringement of council made regulations. At least two members of the court shall be chosen from the membership of the student council.

8. The members of the standing committees shall be chosen from the school at large by the chairman of each committee and the faculty adviser.

9. The principal and this committee of which he is a member ex-officio shall have veto power in all regulations and activities and shall form a court of last appeal in cases which the student court cannot handle.

10. The school council shall hold meetings once in two weeks or on call of the executive committee and the meetings shall be open to visitors. The class councils shall meet on the alternate week.

11. The council shall operate through its standing committees and through committees appointed to meet special needs, such as management of school projects at the Christmas season.

12. The standing committees shall submit all policies to the student council for approval before action and shall make reports of their activities at the regular meetings of the council.

FUNCTIONS OF STANDING COMMITTEES

The committees which are here submitted are not meant to be exhaustive either in number or in the extent of their duties. They are merely suggestive of types of activities which will have to be suited to the individual school, and they should be developed, expanded, or eliminated according to the specific school situation.

1. *The Health Committee* shall create an interest in the development of positive health habits and shall provide, as far as possible, the environmental means for forming these habits. It shall keep a filing system of individual health cards and shall cooperate in the organization of a physical education program.

2. *The Publication Committee* shall have oversight over the various school publications and have charge of school publicity.

3. *The Eligibility Committee* shall recommend certain standards of scholarship which all students must attain before being considered eligible for holding office in student activities or for playing on teams. These standards shall be approved by the student council. This committee, with the approval of the council, shall remove a student from office or from a team when the student's work falls below the standards set by the committee.

4. *The Point Committee* shall regulate student participation in school activities by limiting the number of points which a student can carry. The number of points which are allotted to any activity shall depend upon the time the activity requires from the student and the responsibility it entails. The recommendations of this committee shall be approved by the student council.

5. *The Athletic Committee* shall have general supervision over school athletics. It shall promote participation by all pupils, make schedules for interschool and intraschool programs, take charge of publicity for athletic contests, and act as an advisory committee in determining the kind and number of athletic awards.

6. *The Traffic Committee* shall direct traffic in corridors and on stairways between classes and during fire drills. They shall see that lockers are unmolested, shall act as guides for visitors, and shall act as ushers for all school entertainments.

7. *The Library Committee* shall check up library passes, shall assist the librarian in giving out and receiving books, and shall have charge of conduct in the library. They shall also assist in stimulating the reading of good books.

8. *The Study Hall Committee* shall aid the study hall teacher in any service needed and shall be prepared to oversee the study hall in the absence of the teacher.

9. *The Assembly Committee* shall assist in seeing that various school activities find expression in the assembly programs and shall endeavor to make these programs representative of school life.

10. *The Organization Committee* shall stimulate interest in the organization of worthy school enterprises. They shall investigate the merits of all organizations applying for charters and recommend to the council those they consider worthy.

11. *The Finance Committee* shall receive all funds from all student organizations. They shall make a budget of school funds and return to each organization its allotment. Each organization shall submit its individual budget for the consideration and approval by the central committee.

12. *The Committee on School Relations* shall arrange for or supervise school parties. They shall sponsor a program of welcome to incoming students and plan projects of social service for the student body.

13. *The Lost and Found Committee* shall take care of articles found in the building, shall post lists of such articles and sell at the end of the year those that are unclaimed after sufficient advertisement.

14. *The Lunch Room Committee* shall maintain an orderly appearance in the lunch room and shall provide for the relief of traffic congestion.

15. *The Honor Society Committee* shall consist of the governing board of the Honor Society and shall carry out the national aims of that organization. They shall devise a plan for the assistance of poor students, and shall furnish incentive to high scholarship in the school.

CONCLUSIONS

This council plan should succeed if the students in the school have been prepared for student participation in government as suggested early in the report and if there is provided wise teacher guidance. The plan provides opportunity for purposeful activity through its standing committees, its home room organizations, and its clubs. It calls for group activity and training in leadership and cooperation which are the real foundations for citizenship.

APPENDIX L

THE ASSEMBLY IN SECONDARY SCHOOLS¹

I. DEFINITION

The assembly is an extracurricular activity in which pupils and teachers participate for the unification and enrichment of school experience; it is recognized by the school as a means of training in that phase of democratic citizenship which has to do with mass instruction through public meetings.

II. IDEAL

The school assembly as one phase of extracurricular activity can train the citizens of the school to perform better those desirable activities they are going to perform anyway. Hence, under desirable guidance the pupil participation in the assembly may reveal to him and his fellows higher types of activities, and make these activities desired and to an extent possible. Pupils are citizens of the school. Practice with satisfying results makes perfect.

III. PRINCIPLES AND AIMS

1. To be in every phase and method of procedure truly educative.
2. To train for democratic citizenship.
3. To establish ideals for the school and stimulate the continuous perfecting of those ideals.
4. To adapt the content of the programs and method of procedure to the need of the community.
5. To train loyal, high-minded, capable, leaders.
6. To develop faithful, intelligent, cooperative followers.

¹Columbia University, Teachers College, High School Principals Series, 1925, 236 M. The committee which prepared this report consisted of Joycie J. Hollingsworth, J. O. Milstead, and Raymond Drewry, chairman. Neither the class as a whole nor the instructor in charge take any credit for nor assume any responsibility for this report.

7. To form public opinion.
8. To develop school spirit.
9. To focus student thought on worthwhile organizations and activities through dignified installation of officers and public presentation of insignia.
10. To balance the stress placed upon various phases of school life.
11. To stimulate and develop a true spirit of patriotism.
12. To explore the work of various departments.
13. To vitalize classroom activities.
14. To furnish a reasonable amount of wholesome entertainment.
15. To work always toward unification.
16. To arrange for the desirable educative contact with life outside the school.
17. To have all that comes before the assembly be a genuine, continuously developing expression of the life of the students, by the students, for their school.

IV. ORGANIZATION RECOMMENDATIONS

1. That there be an assembly committee composed of a major committee appointed by the student council, aided by the principal, faculty committee, music director, dramatic coach, and one representative from each extracurricular activity.
2. That this assembly committee stimulate interest in, provide guidance for, and book assembly offerings.
3. That the total number of assemblies be adapted to the school organization and construction of the school plant, but attendance at one school assembly per week assured for each high school student.
4. That the length of the assembly be that of the regular school period.

V. TYPES OF ASSEMBLIES

A. Civic enterprises:

1. School:
 - (a) General introductory exploration of the school with its ideals and traditions to newcomers.
 - (b) Exploration of general student body activities as they appear on the calendar, as the newspaper, year book, etc.
 - (c) Nomination, campaigning, and final election of student body of officers.
 - (d) Exploration of clubs.
 - (e) Athletic rallies.
 - (f) Parents' Day plans.
 - (g) Presentation of awards and insignia.

- (h) Incidental talks on school problems and policies as occasions arise.
- (i) Alumni program.
- (j) Presentation of proposed new student activities.

2. In cooperation with community:

- (a) General sanitation and health conditions, beginning at the school grounds and with the student body and working outward.
- (b). Cooperation in local community improvements and undertakings. (Non exploitive.)
- (c) Safety-first regulations.
- (d) Talks by local authorities on local problems, meriting attention and action on the part of students.
- (e) Needed charitable activities.
- (f) To present and secure desirable mental set toward problems of conversation.

B. Recreational:

- (a) Group singing.
- (b) Skits.
- (c) Programs from:
 - (1) Orchestra.
 - (2) Band.
 - (3) Drama Class.
 - (4) Glee clubs.
 - (5) Class groups and interest clubs.
- (d) Outside talent.
- (e) Motion pictures dealing with the best in literature, art, and history.

C. Informational:

- (a) Student talks on vacation pursuits or experiences.
- (b) Faculty talks on some field of special interest.
- (c) Exploration of work of clubs and of any notable class activities.
- (d) Exploration of the work of worthwhile civic organizations by members of community.
- (e) Moving pictures dealing with manufacturing processes, exploration, scientific developments, etc. in so far as they are an outgrowth of or an introduction to current class activities.

D. Inspirational and cultural:

- (a) Opening day program.
- (b) Special day programs.
- (c) Talks by principal, able members of the faculty, alumni, student body members, and outsiders.
- (d) Presentation of the best available artists from various fields.

VI. RECOMMENDATIONS AND SUGGESTIONS

1. That the principal regard the assembly as the most potent single influence for developing and maintaining the school morale.
2. That the assembly be conducted by a student organization with faculty adviser.
3. That participation be varied and general.
4. That any monotony of procedure be avoided.
5. That the regular assembly never be used for disciplinary purposes. If necessary call a special assembly and make an impression as to the seriousness and importance of the issue.
6. That students be brought to realize that there are certain virtues inherent in a good audience.
7. That students be brought to realize this all the more keenly by knowing early that the part of performer will be theirs in due time.
8. That assembly programs be of such nature and so developed that the student body recognizes the activity as a sort of clearing house of the entire student life.
9. That the assembly be at least one place in the school in which the students have contact with religious influence.
10. That students be made responsible not only for presentation of programs but also for initiation, guided selection, and development of the material.
11. That the assembly be used to focus public opinion upon worthwhile activities.
12. That there be assembly programs presented by pupils, faculty, and outside speakers to explore for the pupils new fields of interest either within or outside of the curriculum.
13. That the assembly include contributions from outsiders only in so far as they are germane to school activities.
14. That the assembly programs as the ideal of achievement for the student body maintain a standard of excellence.
15. That the assembly make occasional appropriate use of the "New England Town Meeting" idea.
16. That the content of assembly programs should be found in and following school activities rather than in artificial and externally imposed materials.

VII. CONCLUSION

The test of the work of the assembly will be found not in theory but in the effect on the life and character of the pupil as a citizen of the school and upon the spirit and work of the school in developing good citizens.

VIII. BIBLIOGRAPHY

See *Teachers College Record*, May, 1924, article by E. K. Fretwell, including annotated bibliography.

APPENDIX M

MINOR ORGANIZATIONS IN SECONDARY SCHOOLS¹

The following very complete and suggestive list of minor secondary school organizations is included so that deans, advisers, and high school administrative officers may consult it in selecting the organizations for their schools.

In order that students may understand the work of each club and the conditions involved in membership, information is given under the headings: (a) activities; (b) objectives; (c) conditions.

Airplane Club:

- a. Making of a scaled miniature of an actual flying model.
- b. Interest in and study of the art of flying.
- c. Expense for material about \$2. Maximum membership 20.

Athletic Club (Boys):

- a. Games and athletic work.
- b. Recreation, fair play, quick response.
- c. Maximum membership 30.

Athletic Club (Girls):

- a. Games and athletic work.
- b. Recreation, fair play, quick response.
- c. Maximum membership 40.

Basketry Club:

- a. Making articles of raffia and reed.
- b. Knowledge of uses of raffia and reed; hand skill.
- c. Expense varies according to articles made; minimum 40 cents. Maximum membership 15.

Bird Club:

- a. Exchange of experiences relating to bird life; personal observation, newspaper reports, lantern slides, out-of-door excursions in May and June.

¹Washington Junior High School, Rochester, N. Y., Club List.

- b. Familiarity with bird life.
- c. Expense involved, voluntary purchase of Audubon leaflets (10 cents). Maximum membership 30.

Boys Series Club:

- a. Reading and discussion of boys' books.
- b. Better understanding and selection of boys' reading.
- c. Limited to boys interested in character-building books.

Camera Club:

- a. Making of solution; developing and printing of films and plates; making enlargements.
- b. Knowledge of photography.
- c. Dues 20 cents per term for solutions and use of apparatus. Printing paper used must be paid in addition. Apparatus broken must be replaced. Maximum membership 20.

Camp Craft Club:

- a. Camp life—preparation and realization; making of camp kits.
- b. Training for emergency and pleasure.
- c. Expense 50 cents. Maximum membership 15.

Campfire Girls:

- a. Holding of business meetings, council fires, parties, etc.; studying for honors, ranks, etc.
- b. Pursuit of health, happiness, and beauty.
- c. Twenty weeks of probation required. Applicant must have B average on report cards and be recommended by one teacher. National dues 50 cents. Each girl earns the money in her own way.

Cartooning Club:

- a. Production of drawings and cartoons.
- b. Interest in drawing; skill in reproducing thoughts on paper in serious or humorous form.
- c. Each applicant must submit a sample of his work and be accepted by the club director. Maximum membership 25.

Chemistry Club:

- a. Chemical experiments demonstrated by members of club and discussed by director.
- b. Knowledge of simple chemical phenomena.
- c. Voluntary subscription for chemical materials. Maximum membership 30.

Crochet Club:

- a. Crocheting of laces, yokes, etc. Stories read aloud while work is in progress.

- b. Hand training; saving of expense in purchase of laces, etc.
- c. Members must provide their own materials. Maximum membership 20.

Debating Club:

- a. Debates upon questions of public interest.
- b. Acquaintance with rules of debating; ease and fluency in public speaking.
- c. Maximum membership 20.

Dramatic Club:

- a. Dramatization of short plays and stories; preparation for assembly programs.
- b. Interpretation, clear enunciation, knowledge of stage business.
- c. All members given opportunity on one assembly program at least; personnel of club changed every ten weeks. Maximum membership 25.

Embroidery Club:

- a. Embroidery, readings, and Victrola selections.
- b. Knowledge of design, good materials, etc.; pleasure in the making of beautiful and useful articles.
- c. Members must furnish their own materials. Maximum membership 35.

Ernest Thompson-Seton Club:

- a. Acquaintance with life in the big woods; knowledge of characteristics, habits, and adaptability of wild animals through Seton's stories.
- b. Increase of interest in wild animal life.
- c. Maximum membership 25.

First Aid Club:

- a. Study and demonstration of principles of first aid; making first-aid kits.
- b. Knowledge of first aid; ability to act in an emergency.
- c. Dues 5 cents per member. Maximum membership 25.

Folk Song and Dance Club:

- a. Learning of old folk songs and dances.
- b. Teaching of grace and keen sense of rhythm.
- c. Ballet slippers required. Maximum membership 24.

French Club:

- a. Introductory work in conversation French; study of France and its people.
- b. Broader knowledge of languages.
- c. Limited to students not in French classes. Maximum membership 25.

Handicraft Club:

- a. Working with raffia, Indian stitch, beads, applied design.
- b. Training of eye and hand.
- c. Girls in advanced classes of vocational department eligible. Expense varies according to article made. Maximum membership 15.

Home Economics Club:

- a. Distributing food prepared by classes; apportioning of food; setting tables properly.
- b. Training in responsibility and home service.
- c. Maximum membership 10.

Home Nursing Club:

- a. Knowledge of bandaging; care of sick and little children; visits to hospitals.
- b. Training for home nursing, home emergency, welfare work.
- c. Maximum membership 20.

Illustrators Club:

- a. Making illustrations—pen and pencil sketching.
- b. Development of talent; training of eye and hand to work together.
- c. Applicants for club must submit free-hand drawing to director. Maximum membership 20.

Kipling Club:

- a. Reading and discussion of Kipling and other modern writers.
- b. To instill a love for fascinating modern tales of men and animals.
- c. Maximum membership 20.

Kite Club:

- a. Making of kites.
- b. Study of proper proportions of kites and use of hand tools.
- c. Expense of kites 20 to 30 cents. Maximum membership 15.

Knitting Club:

- a. Knitting of any garments desired.
- b. Learning of various stitches and new uses of yarn.
- c. Each member must supply her own yarn and knitting needles.

Know Your City Club:

- a. Discussion of facts concerning Rochester: industries, public buildings, wage average, etc. Visits to places of interest.
- b. Knowledge and appreciation of our city.
- c. Limited to eighth and ninth grades. Maximum membership 25.

Landscape Gardening Club:

- a. Principles of landscape gardening; recognition of common shrubs and trees; study of gardens through pictures and trips.
- b. Love for good landscape gardening; stimulation of desire to become landscape gardeners.
- c. Maximum membership 15.

Laundry Club:

- a. Quick methods of washing and ironing; study of lines, materials, and temperature of water.
- b. Development of artistic sense; respect for labor.
- c. Maximum membership 12.

Martha Washington:

- a. Crocheting of beautiful rugs from colored rags for home uses; gaining of knowledge of colonial period.
- b. Development of thrift; home service.
- c. Maximum membership 15.

Military Club:

- a. Drilling and study of manual of arms; signaling Morse code and semaphore.
- b. Training for promptness in executing orders; knowledge of signaling.
- c. Membership limited to 32 boys who are interested in marching and signaling.

Millinery Club:

- a. Making and trimming hats.
- b. Knowledge of the trade method of making a hat.
- c. Expenses varies from \$2 to \$3 according to hat made.
Limited to eighth and ninth grades. Maximum membership 15.

Musical Appreciation Club:

- a. Discussion of simple music forms, instruments, and best compositions. Use of Victrola records and actual performance.
- b. Intellectual enjoyment in listening to music.
- c. Maximum membership 20.

Mythology Club:

- a. Reading and discussion of stories concerning Greek and Roman mythology, heroes, customs, and manner of living.
- b. Knowledge of early beliefs and superstitions.
- c. Maximum membership 30.

Newspaper Club:

- a. Make up and production of modern newspaper.
- b. Reading of newspaper and magazine articles; trips for observation; oral and written reports.
- c. Maximum membership 15.

Orchestra Club:

- a. Furnishing of music for assemblies, plays, commencement exercises, etc.
- b. Complete personnel of every orchestral instrument; training in school spirit.
- c. Gold pins for all who serve three terms. Maximum membership 40.

Pottery Club:

- a. Modeling in clay; objects in relief and round.
- b. Study of form in three dimensions of space; hand skill.
- c. Small expense for clay and tools. Maximum membership 20.

Public Speaking Club:

- a. Recitation of fine selections and original speeches.
- b. Training of members in public speaking.
- c. Maximum membership 15.

Puzzle Club:

- a. Making and solving puzzles; puzzles made given to convalescents in hospitals.
- b. Training in keenness, accuracy, individuality, service.
- c. Dues 10 cents. Maximum membership 15.

Radio Club:

- a. Study of wireless telegraphy; practice in sending and receiving messages.
- b. Knowledge of wireless.
- c. Club limited to boys and girls in eighth and ninth grades. Maximum membership 15.

Red Cross Club:

- a. Making over clothes and knitting for European war orphans; affiliated with National Red Cross.
- b. Development of altruistic spirit; service.
- c. Maximum membership 15.

Reporters Club:

- a. Discussion of newspaper and magazine articles; trips for observation; oral and written reports.
- b. Development of habits of observation; concise forms of expression.
- c. Occasional carfare. Maximum membership 15.

Santa Claus Club:

- a. Construction of toys.
- b. Making of playthings along scientific lines.
- c. Small expense dependent on toys made. Maximum membership 15.

Scrap Book Club:

- a. Making scrap books of pictures and articles for entertainment of sick children in hospitals.
- b. Service for others.
- c. Expense 10 cents for scrap books. Maximum membership 20.

Senior Corps Boys:

- a. Discussion of topics of interest to graduates; conducting of school campaigns.
- b. Knowledge of conditions to be met outside Junior High; service.
- c. Membership limited to boys of graduating class.

Senior Corps Girls:

- a. Discussion of every-day affairs; conducting of school campaigns.
- b. Making prominent the reasonableness of honor in all relations of life; service.
- c. Membership limited to girls of graduating class.

Short Story Club:

- a. Reading of short stories.
- b. Acquaintance with best short-story writers.
- c. Maximum membership 25.

Social Hour Club:

- a. Knowledge of etiquette for society and business.
- b. Increase of social efficiency.
- c. Maximum membership 20.

Spanish Club:

- a. Simple conversation; a short play; songs.
- b. Knowledge of vocational opportunity through Spanish.
- c. Of special interest to the commercial department as our Rochester firms do business with South American firms. Maximum membership 15.

Story Telling Club:

- a. Telling of stories.
- b. Creating and fostering a love for good stories.
- c. Maximum membership 25.

Success Club:

- a. Talks by successful men; examples of worth-while men; discussion by club members; contact with industrial life.
- b. Understanding of basic principles of success.
- c. Membership limited to boys who will not complete Junior High.

Swimming Club (Boys):

- a. Strokes, dives, life saving, swimming meets.
- b. Enjoyment; preparation for emergencies.
- c. Maximum membership 20.

Tatting Club:

- a. Copying and making of original designs in tatting.
- b. Artistic and practical side of hand work.
- c. Each member must have shuttle and thread. Maximum membership 25.

Travel Club:

- a. Imaginary trips by means of stereoptican views.
- b. Appreciation and knowledge of actual travel.
- c. Maximum membership 30.

Violin Club (Beginners) :

- a. Learning to play on violin.
- b. To convince child of his ability to learn the violin.
- c. Membership limited to 15 who have violin, but do not take private lessons.

Violin Club (Intermediate) :

- a. Lessons in violin playing.
- b. Training for pleasure.
- c. Membership limited to 15 who have had one term in the Beginners' Club and do not take private lessons.

Violin Club (Advanced) :

- a. Advanced lessons on violin.
- b. Training for orchestra and individual pleasure.
- c. Membership limited to 15 who have had one term in Intermediate Club and do not take private lessons.

Wild Flower Club:

- a. Learning names of wild flowers; collecting for herbariums; using nature to beautify the home.
- b. Appreciation of the wonder and beauty of the great outdoors.
- c. Expense, a small notebook for herbarium and 2 cents for passe partout. Maximum membership 25.

Willing Workers Club:

- a. Making articles of clothing for small children, e.g., simple dresses, aprons, bonnets, etc.
- b. Giving garments to poor children; service.
- c. Maximum membership 15.

Wireless Builders Club:

- a. Making of wireless apparatus.
- b. Working knowledge of wireless.
- c. Limited to students interested in wireless and willing to pay cost of materials for own apparatus. Maximum membership 15.

APPENDIX N

OTHER EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS¹

This study was made possible through the kindness and cooperation of Principal H. J. Paul, and his administrative staff and is being used with his permission. DeWitt Clinton is one of the largest high schools in the United States. The activities described in some instances might not be practicable in a smaller high school.

This is a general treatment of the subject which should prove suggestive to those who need to know how secondary school organizations are made to function successfully.

As we entered the front door of the DeWitt Clinton High School and paused just a moment to see which way to turn, a young man stepped up and politely asked what we wanted. On telling him, we were directed to the door of the principal's office. We learned afterwards that this young man was a member of the Traffic Squad. In the office another pupil, a member of the Office Squad, inquired as to our business and conducted us into the presence of the principal. After a brief interview, Dr. Paul referred us to several teachers who were directly in charge of various phases of the student activities. Again it was an Office Squad member who acted as our guide. As we passed down the hall, we took a peep into the Study Hall, which is conducted in the great galleried assembly room in the center of the building. It was explained to us that the Study Hall teacher was unexpectedly absent that morning. But the Study Hall Squad was in charge and everything was going ahead as usual. Though there were five or six hundred boys in that big room, not one disturbing sound

¹Field Studies in Organization and Administration of Extracurricular Activities of Secondary Schools, Teachers College, Columbia University, 1924, Education 290 X, Harold H. Henderson and R. Erskine Graves, describing the extracurricular activities of DeWitt Clinton High School, New York City.

could be heard. Over by the piano stood two boys with their books lying open on the piano top studying, yet ready if their services were needed anywhere in the room. Two boys sat at a small table ready to give out a pass when any boy wished to leave the room. These four were members of the Study Hall Squad and their position of authority and responsibility in that room was seemingly recognized by the entire group.

We passed on down to the end of the hall and were ushered into "Mr. Dotey's room." This is the headquarters of the official disciplinary squad of the school, called the DeWitt Clinton Squad, and more commonly the Dotey Squad. We were told that membership in this squad was one of the most coveted honors of the school. Very high standards in scholarship, character, conduct, and attitude toward the school and one's fellows were maintained. In return these squad members are given as much authority as teachers in matters of discipline outside the classroom. They have no right to punish misconduct, but they can report misconduct to headquarters, which means that justice will be meted out. So they carry a voice of authority.

As we sat there, every few minutes a squad member would report with some pupil he had "arrested." The first case concerned two boys who were caught fighting in the hall. Mr. Dotey acted as the magistrate. The boys plead guilty and were sentenced to a day's detention in that very room, where they could sit and watch what happened to boys who did wrong. Another boy was brought in for smoking just outside the building. He plead guilty, saying he thought it did not matter since he was over sixteen years of age and he was outside the building. The rules were explained to him and he was let off with a warning, this being his first offence.

Finally three little Italian boys were brought in charged with attempted assault on a squad member. They had been arrested a few days before for scrapping and so causing disturbance in the lunch room. The squad member who had arrested them said that these boys followed him home on the previous afternoon and that they had a big rock that they evidently wanted to use on him. The boys denied the charge. But the leader of the three admitted that they had left school together and that he had a ball in his pocket. Upon further questioning he changed this to a snowball. Finally it became quite evident that the charge was true, though the boys would not admit it fully. We expected to see these boys receive a heavy sentence of some kind. But to our surprise, Mr. Dotey called for Tony . . . , a big openfaced Italian boy, an upper classman and a member of the squad, and assigned these boys to him. They were to do exactly as he said. Tony in turn was to be the "big brother" to these lads. He was to keep in touch with them in school and out of school each day. He was to do his best to straighten them out and make good "school citizens" out of them. If later Tony makes a favorable report, the boys are to be

released from their parole and Tony will be ready for another such job. If Tony reports that he can do nothing with the boys, then they will become candidates for formal discipline of some kind.

So day in and day out this squad of sixty-five boys are cheerfully taking care of the seamy side of their school community life, a side that is too often covered up and blissfully ignored in most of our high schools. Few principals or teachers can do half what these boys are doing under Mr. Dotey's guidance in the way of keeping a school clean, and most of those who have ability along this line hate the job so they will not touch it unless absolutely forced to do so. But here the pupils themselves, as school citizens, are maintaining the laws of their own school community.

We were next invited into a meeting of the Executive Council of the General Organization of the student body. There sat twenty-five members representing the more than nine thousand boys of this school. There were sixteen boys and nine faculty members. Seven boys were delegates, chosen by election from and so each representing one of the first seven forms. (It is a four-year high school with graduation each semester, so each class is called a form, making eight forms in all.) In the same way each of the four annexes elects one delegate. The senior class president represents the eighth form. Three student officers are elected at large by the student body. These are a president, a vice-president, and a secretary. The sixteenth boy in this Council is called the Student Member. He is elected by the other fifteen members of the Executive Council within two weeks after the general election, from among those outside of their own number. He has no vote in the Council, but he becomes the one student member of the Board of Governors, the body that has the oversight and control of the Executive Council. Of the nine faculty members, six represent the six departments of the student activities, one is the Honorary President, who is the general adviser for all the extracurricular activities but has no vote in the Council, one is the Senior Class Adviser, and one is the Incoming Class Adviser. All faculty members are appointed by the principal.

Elections. The method of electing the Student Member is indicated above. The various delegates are elected at the time of the general election by the bodies of students they represent, whether it be a form or annex. Nominations for the position of delegate may be made at an open meeting of the form or annex which is called by the faculty adviser at least ten days before the general election day. In addition to this, a petition signed by twenty-five members of a given form or annex who are in good standing in the G. O. (General Organization) will place a nomination. Good standing in the G. O. is obtained by the payment of the semester dues of 25 cents.

The student officers of the Council, who are elected at large, are nominated in an open assembly and are elected by ballot on the day

of the general election. The qualifications necessary in all members of the Executive Council are that they shall have attained an average of not less than 70 per cent in prepared subjects the preceding term and shall maintain a passing grade in fifteen hours of prepared work during the term of office. In addition to this the three officers must be registered in a class above the fourth form and must have been in attendance in the school at least one calendar year.

Duties. The main function of the Executive Council is to integrate all the various extracurricular activities of this exceedingly large student community. This is done, largely, in three ways:

1. The Council charters all the student organizations of the school. "No club, association, or society shall be formed in the school except under a charter issued by the General Organization, and no club association, or society shall be chartered unless it shall have some worthy object apart from a social one and its membership shall be limited to G. O. members only. Each chartered organization shall have one or more teachers among its members and shall designate one teacher as its responsible member. School organizations may be chartered on the written petition of one teacher and five students, all of whom must be members of the G. O. The petitioner shall state (a) the proposed name of the organization; (b) the object or objects; (c) place of meeting; (d) time of meeting; (e) member of the faculty responsible; (f) other facts as may be demanded by the Executive Council for its action. Charters shall be granted for an indefinite period, unless revoked by the Council, the said charters to be signed by the president of the G. O. and the principal of the school. Every chartered organization subject to the rules of the school and the provisions and by-laws of the G. O. must have a written constitution. It may determine its own membership and establish its own constitution, by-laws, rules, and regulations, but a copy of its constitution, rules, and regulations shall be filed with the secretary of the G. O., who shall report such surrender to the G. O." (By-Laws of the G. O., Art. II.)

2. The Council keeps tab on all the activities of the school by reviewing the minutes of all the meetings of all the chartered organizations. "Every association which operates under the sanction of the G. O. shall deposit with the secretary of the G. O. a copy of the minutes of each meeting within three days of the date of the meeting. Failure to comply with this ruling may, with the discretion of the Council, cause the charters of such organizations automatically to revert to the G. O." (By-Laws of the G. O., Art. II, Sec. 5.)

3. The Council appropriates all money used by all student organizations. "The Executives Council shall have the power to appropriate money for such purposes as they deem advisable, but no money shall be appropriated in excess of the amount in the treasury and a notice

of requests for appropriations exceeding \$100 shall be published in the "Clinton News" not later than the third day prior to the meeting at which they are to be considered." (Constitution of the G. O., Art. V, Sec. 5a.) "No appropriations shall be passed unless at a meeting of the Executive Council. Money shall not be granted in payment of debts contracted prior to the date of the appropriation. No appropriation shall be considered unless accompanied by an itemized written report, giving the approval or disapproval of a faculty member of the Executive Council. At the beginning of each term each chartered organization shall prepare an itemized ledger containing an account of the amount of money needed by it for the current term. This budget shall be presented to the secretary of the G. O. Money appropriated for any purpose shall be transferred to the credit of a special account for that purpose, and all unexpended balances in special accounts shall be transferred back to the appropriations account." (By-Laws of the G. O., Art, III, Sec. 1-5 (1).) "The Executive Council shall have power to order the Board of Governors to invest the funds of the G. O." (Constitution of the G. O., Art V Sec. 5d.)

The Board of Governors. The checking on the Executive Council is not done by the principal alone, but by a body they call the Board of Governors. This Board is composed of four members, the principal, the honorary president of the G. O., the student member spoken of above, and a faculty member appointed by the "principal" from among those not already on the Executive Council. The special requirement is made of the Student Member that during his term of office he hold no other elective or appointed position in the G. O. "The duties of the Board of Governors shall be; (a) to audit the treasurer's account, (b) to invest the funds of the G. O. when ordered to do so by the Executive Council; (c) to recommend the appropriation of money for such purposes as they may deem advisable, (d) to act as a board of canvassers at any election, (e) if necessary, to order special elections, (f) to order meetings of the Executive Council that may occur between the times of regular meetings unless otherwise provided for in the constitution and by-laws, (h) to order special meetings of the G. O. when necessary, (i) to approve or disapprove all resolutions of the executive Council. The principal shall act as chairman of the Board of Governors. (Constitution, Art, IV, Sec. 4.) An additional duty is the appointment of the treasurer from among the faculty, but not someone who is already on the Executive Council or Board of Governors.

The Method of Financing The G. O. All student organizations turn all their receipts into the G. O. treasury. Every organization can expend only such money as has been appropriated for their use by the Executive Council. At the beginning of each semester each or-

ganization presents a budget for the semester. The Executive Council approves, or amends and approves, this budget and makes appropriation accordingly. An appropriation thus made is placed by the treasurer in a special account. This special account may be drawn on by the organization for items within the approved budget, by orders signed by the faculty member and the proper student official of the organization. Under this system the treasurer operates almost as impersonally as a bank would. He is held strictly accountable by the Executive Council on the one hand and by the Board of Governors on the other. The three great advantages to the pupils are that: (1) this system makes for strict accounting of all receipts and auditing of all accounts; (2) that it makes for careful budgeting by all organizations; (3) and that it allows activities that do not produce money, such as music, chess and checker teams, etc., to be financed by the activities that do have large receipts, such as store, publications, etc., without any ill feeling or spirit of patronage. It is everybody for all the school. The total G. O. budget for a year is approximately \$60,000. The treasurer reports an invested capital of more than \$10,000 and at the end of each semester the bank balance averages between \$4,000 and \$5,000.

The G. O. Office. At this point it might be well to speak of the G. O. office. While the room is far smaller than ideal conditions would require, still it provides a place where all records may be kept, and where the officers of the G. O. may carry on their business in a systematic way.

Organizations. All organizations, no matter how much they may differ in name, purpose, or form of activity, are similar in that they are all chartered by the G. O. and in that in all of them membership is entirely voluntary. In each case also, those who apply for membership are voted in by the active members, subject to the approval of the faculty member of the organization. Whenever a faculty member finds it better to prevent an applicant from becoming a member, it has been found wise to use his veto power before the matter is put to a vote. This saves the faces of the boys concerned.

Publications. The Board of Publications is a group of students with their faculty advisers that care for the production of all the publications of the school. It consists of two editors-in-chief, an art editor, an advertising manager, a circulation manager, and editorial, advertising, and circulation staffs. Only seniors are eligible for the five major positions above mentioned, while all members of the school are eligible for the minor positions. The Board puts out four publications: the "Clinton News," the weekly newspaper, costing 2 cents; the "Magpie," the monthly literary publication and review, costing 15 cents; the "Red Book," the hand book of general information, costing 20 cents; and the "Clintonian," the annual, costing 80 cents. This

central organization for all publications makes it possible to restrict the newspaper largely to news and the monthly to literary productions. The annual is not too large and portrays in an attractive way the achievements of the school during the year. The value of the handbook as a source of information concerning the school will be noted in the fact that many of the details for this paper were secured from it, yet it is of handy vest pocket size. One of the most commendable features of the work of this board is that, though they are giving the school high-grade publications, the cost is normal in each case, making it possible for each pupil to enjoy this part of the school life.

Athletic. There are two types of athletic activity—the interscholastic athletics, and the interform athletics. About one-fifth of the boys in the school get an opportunity to play on one sort of a team or other. This means the organization of teams for more than 1,600 boys. All team members must be members in good standing of the G. O. There are the usual scholastic standards for members of the “Varsity” teams. The big field day in the spring, when some 6,000 or 7,000 of the boys go on an all-day picnic up the Hudson, is an athletic event of huge proportions. There is an all-day program of field events and every boy may have some part in it. An interesting feature of Field Day is the Faculty-Senior baseball game. There is an athletic association which automatically includes all the boys of the high school, but the organization has but little to do and is of little significance, since the G. O. handles all the money.

Dramatics. Dramatics is the activity that has the smallest amount of organization behind it in proportion to the tremendous impression it has made on the student body. The Dramatic Society is the source of most of the dramatic talent of the school. There plays are read and discussed and practice is given. There are occasional form plays. But most of the effort in the field of dramatics has been concentrated into one big event, which, in fact, has become the biggest event of the spring semester. This is the “Varsity Show.” In this from year to year they have presented some masterpieces of dramatic art. The casts are recruited from the entire student body, while the coaching is done by members of the faculty. The Arista League has assumed as a special duty the selling of tickets for this play. The orchestras furnish the music. The Stage and Movie Squad cares for the stage property, lighting, etc. The Service and Traffic Squads act as ushers and doorkeepers. So for a short time all activity centers here.

Music. Many forms of musical organizations exist in DeWitt Clinton. There are two orchestras, a band, two choruses, a Chamber Music organization, a String Quartette, Trio, and other small groups of instrumentalists. Credits acceptable for graduation are given for orchestra, band, and chorus rehearsals, which count as two period

subjects. The orchestras are designated as Junior and Senior, and proficiency enables boys to be promoted from one to the other.

The Lunch Room. In the lunch room we have an insight into the general pupil morale. At this time pupils are free and not under the vigilant eye of an adviser or instructor. It is true that there is a faculty representative on the floor during each period, but he is lost in the superiority of numbers. There are three lunch periods each day, which necessitates accommodations for some 1,500 boys at a time. The space on the top floor, equipped with tables and benches, is inadequate, so careful planning is necessary. Pupils entering the lunch room remain throughout the period. Congestion in serving is avoided in so far as possible by distributing serving counters over different parts of the room. The fact that over \$400 a day is taken in indicates the amount of business done over these counters. All cash taken in is turned over to the G. O., which, in turn, pays all the bills. Aside from the fourteen women employed daily, all other services are rendered by boys in the school. There are two squads on duty here. The Service Squad are concerned with the general order of the lunch room, keeping paper off the floor, and seeing that all leave promptly and in an orderly way at the close of each period. Members of the Lunch Room Squad are stationed at different counters to serve their fellow students. They receive for their services each week a meal ticket valued at \$1. With all the freedom offered, squad men are so on the alert and their efforts so recognized by their fellows; that the spirit, order, and cooperation is excellent.

Squads. Squads have been referred to several times already. The squad system at DeWitt Clinton is a very important part of the General Organization. It had its beginnings some thirteen years ago when there arose a need in the school for some steps to be taken to prevent interference with property that had been placed in the hall lockers. As a result, one of the teachers became especially interested in preventing such occurrences. From his class a group of boys were selected to look after order in the halls and to see that lockers were not disturbed. From this beginning there has grown up a squad organization that is utilized extensively. Service is the keynote in squad duty. This is the one idea that a boy must have in order to be enrolled in the work. Because of this there is a feeling of pride and responsibility attached; each boy is participating in an active way with clearly defined duties and ideas as standards. The seriousness with which each boy carries his work and the respect of other boys for those in authority is very remarkable. Perhaps this is due in a large measure to the type of pupil that we find giving his services.

In order to be chosen for squad duty, specific requirements must be met. In most cases applicants make known their desire for a place by filing a written application with the faculty adviser or student

officers. With this application in hand, the scholastic record is examined, the character and general fitness determined, and, if necessary, an interview may follow. The applicant must be willing to give his vacant periods to squad duty, for that is the time when all squad work is done. Finally, the new member is elected by the student group. The boys chosen have no visible mark of distinction, and, while they treat their duties seriously, there is no attempt to show a haughty attitude.

The DeWitt Clinton Squad, otherwise known as the Dotey Squad, is disciplinary force of the school. Membership in this group is limited to boys above the fourth form who have done squad duty before and they must meet other requirements as mentioned above. These boys are chosen with utmost care and are organized as a police body, yet their general demeanor does not identify them as such. In this connection there is an organization known as the Dotey Court, over which the disciplinarian presides as magistrate. Members of the squad bring their offender before this court, the case is heard, and judgment is rendered. A squad man has no right to use force. When there is a disregard for his authority, the offender is eventually brought in through the direct action of the disciplinarian and it seems that such action is rarely necessary. Sometimes the Law Society comes in and prosecutes and defends cases with the disciplinarian acting as judge.

The *Traffic Squad* is closely allied with the Dotey Squad, but its particular duty is to direct traffic in the corridors and on the stairways between classes and during fire drills, to keep the outer doors of the school before, after, and during school hours, and to see that the boys obey the city traffic rules outside the building when the thousands of them pour out into the busy streets when school closes. They also see to it that all lockers are unmolested during periods.

The *Service Squad* (formerly called the Sanitary Squad) sees to it that waste paper and other rubbish is not thrown around to litter up the halls, lavatories, lunch room, or outside the building. An additional responsibility lately assumed by this squad is the maintenance of order in all assemblies.

The *Baylis Squad*, named after the first faculty adviser of the squad, maintains order in the study halls. At least four boys are on duty each period. These also help in organizing aid for any boys who are in need of assistance. A section of the study hall is set off for boys needing help. Volunteers are sent over there to give the help needed. There is one teacher present who spends most of her time in giving such assistance. This one teacher together with the squad boys care for this study hall of 500 pupils, a task requiring three or four teachers under the old system.

The *Late and Absence Squad* keeps all records pertaining to lateness. They note all who are tardy at the beginning of each session and they conduct the Late Room at the end of each session, where those who are late make up the lost time.

The *Library Squad* cares for the library. One squad member is always at the door to check up on library passes. Another is always at the desk working side by side with the librarian in giving out and receiving books.

The *Movie and Stage Squad* has charge of the projection of motion pictures and slides, as well as the lighting in the assembly hall.

The *G. O. Store Squad* provides for the members of the G. O. a store where all school supplies may be purchased at cost prices. The faculty member acts as manager of the store and in addition cares directly for the sale of the specialties that are carried in stock, such as sweaters, baseball goods, and the like. The stock of common supplies, such things as are sold in large quantities, is divided into three parts and stored in three cabinets. One member of the squad is assigned to each cabinet and given the key for the same. He gives a receipt for the goods in the cabinet and is held accountable for the same or its money equivalent. No one else may touch this stock. In this way disagreeable mistakes are avoided and honesty is taught by means of well-defined, individual responsibility.

The *Clinton Savings Bank* has nothing to do with the G. O. treasury. It is simply a squad of boys rendering another form of service for the school community. The bank is conducted just as an outside bank is run, except that deposits as low as 5 cents are received. Instead of merely entering the deposits in a bank book, stamps are given. When \$5 have been accumulated a regular account in an outside bank is opened and maintained for the pupil, whereupon interest begins to accrue. The faculty adviser sees to it that all accounts are properly balanced each day.

The *Guernsey Squad*, of which Dr. Guernsey is the faculty adviser, has charge of the sale of the tickets for all G. O. activities and sporting events. Very slight investigation will convince anyone interested that more graft and dishonesty is learned among high school pupils through careless methods of selling and accounting for tickets for school events than in any other way. In some places boys expect enough in this way to pay for a big trip during the summer vacation, or something of the kind. Here in contrast we have a group of boys who are giving expert service in selling tickets for all events, giving strict account for all the tickets which are serially numbered, and depositing all receipts with the G. O. treasurer.

There is a squad for each of the fifteen or twenty offices about the school. The boys perform many of the duties that otherwise clerks

would have to be hired for. They care entirely for the telephone exchange. They care for the stockroom and for the apparatus in the several laboratories. The Art Squad has the special duty of supervising the bulletin boards. One squad member is assigned to each floor. All notices must be approved by him before they are posted. This insures that all notices are neat and proper. The Multigraph Squad does all the multigraphing for the school. The Printing Squad does all the job printing, but the student publications are printed outside.

The work at this school in carrying out the squad idea demonstrates the possibilities of pupil participation, with an improvement in morale. It shows the responsibilities that can be assumed and the successful results that can be attained when properly guided and supervised.

Clubs. If the dominating idea of squads is service, then one might say that the dominating idea of clubs is self-improvement. Most of the clubs are closely linked with the academic side of the school, though not all. The following list will give an idea of the variety and of the nature of the clubs:

Art Clubs	The Law Society
Camera Guild	Nature Study Club
Chemistry Club	Philatelic Society
Memorability Society	Playgoers Club
Dramatic Society	Radio Club
Gym Club	R. O. T. C.
Journalism Club	Foreign Language Societies

Membership in any club is entirely voluntary. Each group is organized with a definite purpose in view and the activities are sponsored by a faculty member.

It is interesting here to note the activities of the Law Society. Its membership is made up of those boys who intend to study law. At times the society visits various court houses in the city, acquainting themselves with practical court methods and procedure. At irregular intervals, whenever cases accumulate sufficiently, the Dotey Squad holds court and calls upon the members of this Society to act as the lawyers, both to prosecute and to defend. All is done strictly in accordance with approved legal procedure.

The *Arista League* is the honor society. This society capitalizes Character, Service, and Scholarship. Without minimizing in the least the first and third of these, special emphasis has been placed upon service. This emphasis has made necessary a definition of what is meant by service. The following selection from an editorial printed in the "Clinton News" indicates this: "Today's assemblies will witness the official entrance of a number of students into the society of highest honor a Clinton student may strive for. It will mark the

recognition on the part of Arista of conscientious work for the school. These students have not given a half-interested attention to many activities in the school but they have shown that constant and everlasting willingness that has always characterized true Arista men." In this school of 9,000 boys, the membership of the Arista League averages about fifty. So it represents strictly the best in this school community and election to membership is an unquestionably high honor.

Debating. Debating has not been a prominent activity to date. The Metz Medal Debate has been the one outstanding debating event. This consists of gold, silver, and bronze medals for the winners of first, second, and third places in a debate on a question of national or civic interest. In order that the winning team might be recognized as well, the "Magpie" has offered a cup, to be kept in the school. Beginning this year interest in interscholastic debates is being aroused and there is promise of more activity along this line hereafter.

Section Rooms. Every boy in school belongs to a section room. At the opening of each semester these rooms are organized in so far as possible on a class basis. The school enrollment is divided into groups of about forty, each with a teacher in charge, who is termed the Section Room Officer. At the beginning of each semester student officers are also elected. The section room period is the first ten minutes of the day, when attendance is taken, announcements are made, coats and hats are deposited in hall lockers on a general bell signal, and any remaining time is spent in study. One morning each week a representative of the group has for sale, during this period, the "Clinton News," which the boys may purchase and read.

Assemblies. A great deal of thought is given in arranging for the assemblies at DeWitt Clinton in order that they may fulfill certain well-defined purposes and aims. There is a thorough realization that assemblies, to be constructive, must get away from the stereotyped variety that are apt to be conducted for the principal and teachers rather than for the pupil. The guiding principles that have been adopted are: (1) to build assemblies around the life of the school and (2) to include as much pupil participation as possible. In the main building there are about 6,000 pupils, necessitating three assembly groups of about 2,000 each. These assemblies are conducted in succeeding periods around noon time on Friday of each week.

There is a faculty member whose duty it is to arrange for all assemblies. At the beginning of each semester he draws up his plan for the semester. Some of the things he keeps in mind are as follows:

1. General Organization activities.
2. The usual holidays.
3. The Arista celebration.

4. Scholarship activities.
5. Debating and oratorical contests.
6. Athletics.
7. Industrial demonstrations.
8. Character development:
 - a. Recognition of birthdays.
 - b. Outside speakers.
9. College education (speakers from colleges.)
10. Drives.
11. Dramatics.
12. Music Day.

In forming each program it is the aim to have pupil participation. While assemblies are made to vary as much as possible, they follow roughly the following plan:

1. Presided over by the principal or his representative and occasionally by the boys.
2. Scripture reading.
3. Senior Speech.
4. Central theme of the assembly.
5. Orchestra.
6. Announcements (by boys from the platform.)

The Senior Speech refers to the custom of having a senior appear before each assembly and deliver a three-minute speech which he has carefully prepared. In this way each senior appears at least once. For one week during the year the assemblies are turned over entirely to the boys. The G. O. president usually takes charge and the boys usually call on some member of the faculty for a speech.

Honors. Aside from the honors given for high scholarship merely at least seven kinds of medals and prizes are given in recognition of special success along extracurricular lines. (1) The *Felbel Memorial Prize* is given for "continuous and consistent literary effort" that enhances the excellence of the "Magpie" and consists of an order for \$50 worth of books. This was founded by an unnamed donor in memory of Frank J. Felbel, a Clinton alumnus of the class of 1907, a Publications man, who lost his life in the World War. (2) Three medals are offered by Mr. Douglas Fairbanks in the spring oratorical contest. (3) The Metz Medal Debate is mentioned above. (4) Every year the National Rifle Association of America offers a medal for the best markmanship in the R. O. T. C. of the school. (5) The David P. Jacobs Service Medal is given that member of each graduating class who renders in the greatest degree self-effacing service to the school and to his fellows. (6) The Aranow Student-Athletic Medal is offered that member of the graduating class who has best combined scholastic standing with athletic proficiency. (7) The last is the most

unique of all. It is a medal to be given that student who has completed his high school course under greatest difficulties and yet has maintained a good average in scholarship.

In conclusion it might be said that the key word to all the extra-curricular activities of the DeWitt Clinton High School is the word "service." The idea of service seems to animate all organizations and activities. Only about one-fifth of all the student body is really participating in the G. O. program aside from simple membership and merely looking on. The only way to get those other four-fifths busy would be to have a "home room" program for each section room, as well as the G. O. program for the whole school. But the satisfying thing is that what they have at DeWitt Clinton is really working. The characteristic organization is the Squad. The squads do not represent an intricate scheme of things that is merely worked out on paper and looks nice in the handbook. The squad is the simple "gang" type of organization that appeals to the boys, and these squads are accomplishing almost unbelievable things. The work they do in the offices and library and in the way of discipline throughout the school would otherwise have to be done by additional teachers and clerks (some forty or more is one person's estimate.) To do this work efficiently, the boys are urged to stay with a given job at least a year. Some few may choose to stay with one squad two or three years. Because of this the criticism has been made that the boys fail to get as broad an experience in various lines as they should. Such may be the case, but at the same time they are getting what is missed in the so-called broad experience of sampling ten or a dozen activities, namely, the character building which comes through assuming sole responsibility for some actual part of the school life, and the joy of becoming efficient at the job that is really making the school a better school for everybody concerned. It is not the idea of student government, but of pupil participation. Someone has said, "Youth sorely needs experience in working in a comradely way with maturity." That experience is being had in Clinton to an exceedingly great extent. The boys are working side by side with the faculty members in all cases, and there is a marked degree of comradeship as all work for the good of the school.

APPENDIX O

MODEL ORGANIZATION PAPERS FOR NATIONAL, STATE, AND LOCAL ASSOCIATIONS OF DEANS

The National Association of Deans of Women has in recent years been gradually moving into a new phase of its existence. Earlier it was little more than an annual coming together in part for social reasons and in part to hear papers read on topics of interest. For several years it has been rapidly expanding in numbers, due largely to a new policy of developing national issues in which deans are vitally interested, such as the movement to induce the larger colleges and universities to offer courses especially designed to train deans and advisers, the movement to induce schools having fifty or more girls or young women in attendance to employ a properly trained and otherwise qualified dean or adviser, the movement to foster the publication of books, pamphlets, papers, addresses, and other literature for deans and advisers worthy of being perpetuated, the movement to assume its share in the nationwide effort to solve satisfactorily the sorority and similar problems of women students and to take part in the movement for the establishment in every institution of higher education and in every large secondary school, of the new program for positive student health service. In order to marshall its utmost influence in these projects and to provide a sound and sufficient financial basis for the work in hand, steady progress is being made in acting as the parent organization in a plan of bringing into close affiliation all existing regional, state, and local organization of deans and advisers.

The present organization papers of the Association which, although rather primitive, were sufficient during the earlier years for its purposes have now been outgrown. The Asso-

ciation is constantly hampered and much of the momentum is lost because there is no proper machinery with which to carry on operations. The following platform was adopted by the Association in 1924. Model constitutions and by-laws are offered for national, state, and local associations for study purposes. Out of these there ought to grow a set of organization papers which are broad enough and in the several provisions so well synchronized that they will help and not hinder the rapid expansion of the Association projects.

PLATFORM FOR THE NATIONAL ASSOCIATION OF DEANS OF WOMEN

To carry out the object declared in its by-laws, the National Association of Deans of Women is committed to the following platform:

1. A thoroughly educated and otherwise qualified dean of girls or of women in every secondary school and institution for higher education of women in America having fifty or more girls or young women in attendance.

2. Publication and general distribution of all papers prepared by deans on the various phases of their work helpful enough to deserve perpetuation.

3. Organization of state and local associations of deans in all states and communities where the number of deans and advisers justifies it.

4. Continued and thorough investigation of educational and social problems to the end that the schools may attain greater efficiency and make the largest possible contribution to public welfare; this investigation to include a study of the facilities and professional preparation needed by deans of women and of girls to insure the highest type of service in this field.

5. Cooperation with other organizations and with men and women of intelligence and vision everywhere who recognize that there is a scope to the work of deans of women which as yet has not been realized.

Adopted at the annual meeting of the National Association of Deans of Women, February 25-28, 1924, Chicago, Illinois.

MODEL CONSTITUTION AND BY-LAWS FOR THE NATIONAL ASSOCIATION OF DEANS OF WOMEN

ARTICLE I. NAME

Section 1. This organization shall be known as the National Association of Deans of Women.

ARTICLE II. PURPOSES

The purposes of this association shall be:

Section 1. To foster a spirit of unity and cooperation among deans and advisers of women and others having the same or similar purposes.

Section 2. To create a recognized professional status for deans, advisers, and others engaged in the upbuilding of girls and young women physically, mentally, socially, and morally, both in the field of education and in our civic and economic life.

Section 3. To study systematically the best methods of preparing for and performing the work of advising girls and young women and to establish high standards of qualification for it.

Section 4. To make clear to the public and to the governing boards of educational institutions where girls and women are educated the necessity of having in each of these institutions a competent and thoroughly trained woman as dean of women or of girls.

Section 5. To study the problems common to deans and advisers of women and girls and to gather and disseminate among its members and to the public generally data bearing upon all phases of the work of upbuilding girls and young women. To foster the building up of an adequate literature of the profession and to publish a periodical or periodicals devoted to the interests of deans and advisers.

Section 6. To foster the organization of and to affiliate and cooperate with regional, state, district, local, and other organizations having the same or similar purposes; and as far as practicable to bring these into affiliation and cooperation with this association and, where desirable, sustain towards them the relation of a parent association.

Section 7. To undertake each year some definite constructive work.

ARTICLE III. MEMBERSHIP

Section 1. There shall be three kinds of members—active, associate, and honorary, and such other kinds as shall be provided for by the by-laws or by the association.

Section 2. Associate and honorary members shall enjoy all the rights and privileges of active members, except the right to participate in the business meetings, the right to vote, and the right to hold office.

One or more of these rights may be accorded one or more associate or honorary members at any meeting of the association for that meeting, by a two-thirds vote of the active members present.

The right to hold office for an entire term may be accorded an associate or honorary member by a two-thirds vote of *all* the active members of the association expressed either in writing or by vote in meeting.

If notice is duly served upon each active member that a vote is to be taken at a forthcoming meeting, to accord to an associate or honorary member, named, the right to hold a specific office, then such right may be conferred by a two-thirds vote of the active members *present at that meeting* and voting.

Section 3. The by-laws shall prescribe who shall be eligible to active and who to associate, honorary, or other kinds of membership and the conditions of membership.

Section 4. All properly accredited and active associate members of national, regional, state, district, or local organizations having like purposes and becoming affiliated with this association upon the payment of the annual dues and filing the credentials provided for in Article II of the by-laws shall become duly accredited active or associate members of this association as the case may be.

ARTICLE IV. OFFICERS

Section 1. The officers of the association shall be a president, a first vice-president, a second vice-president, a secretary, and a treasurer, and such other officers as shall from time to time be provided for in the by-laws or by the association, or by the executive committee.

Section 2. The same member may fill any two offices except that of president if it shall be so provided in the by-laws or by the association or by the executive committee.

Section 3. The time and manner of election or appointment of, the term of office and the powers and duties of the several officers and the manner of filling vacancies shall be fixed by the by-laws.

ARTICLE V. EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the president, the first vice-president, the second-vice president, the secretary, and the treasurer of the association, the chairmen of the several sections and of such other officers, chairmen, and members of the staff as shall

be made members of the executive committee by the by-laws or by the association.

Section 2. It shall be the governing body of the association and shall have all of the powers and shall perform all of the duties of the association in the interims between association meetings. However, neither the officers of the association nor the executive committee shall have power to add to or modify the purposes or broad policies of the association, except as so specifically authorized by the association.

Section 3. It shall be responsible for the promotion and effective carrying out of the policies of the association and program of work entrusted to the various sections, officers, and committees and the securing of funds therefor.

Section 4. The members of the executive committee shall be trustees of the property of the association and, as such, are authorized, in the name of the association, to appeal or apply for, take, receive by bequest, devise, gift, purchase, or lease, either absolutely or in trust, for any of its purposes, and hold property, real or personal without limitation as to amount or value except such as the statutes impose and to dispose of the same whenever it is to the best interests of the association to do so.

Section 5. The further powers and duties of the executive committee, the time, place, and manner of calling meetings thereof, the manner of filling vacancies therein, and the quorums necessary to transact business and its method of securing and disbursing funds shall be fixed by the by-laws or by the association.

ARTICLE VI. SECTIONS

Section 1. In order to carry out the objects of the association more effectively there shall be four sections to be known as deans and deans of women of universities, and deans and deans of women of colleges, deans of women of teacher-training schools, and deans of girls of secondary institutions. These sections may be changed and additional sections created by the by-laws or by the association from time to time as deemed expedient.

Section 2. The officers of the sections shall be a chairman, a vice-chairman, a secretary-treasurer, and such other officers as the by-laws, the association, the several sections, or the executive committee shall from time to time determine, to be elected by the several sections at their annual meetings or at special meetings called for the purpose, from among the active members of the association except as provided in Article III, Section 2 of the constitution for a term of two years or until their successors are elected and have qualified. The chairmen shall be elected on the even years and the secretary-treasurer

on the odd years. The outgoing chairmen shall be the vice-chairmen for the succeeding two years.

Section 3. The powers and duties of the sections and of the officers thereof and the time, place, and manner of calling meetings of the sections and the manner of filling vacancies therein and the quorums necessary to transact business shall be fixed by the by-laws or by the association.

ARTICLE VII. AFFILIATION

Section 1. Any national, state, district, or local organization now in existence or which shall hereafter be organized having the same or similar purposes may become affiliated with this association and its members become members of the several kinds of this association by adopting and filing with the secretary of this association a resolution requesting such affiliation and by conforming its constitution and by-laws to the constitution and by-laws of this association and at all times maintaining such conformity and by agreeing to observe such reasonable rules and regulations as shall from time to time be adopted by this association in so far as they affect such affiliated organizations and by filing the credentials and paying into the treasury of this association and the state association the quota of annual dues prescribed by Article II of the by-laws. Such affiliation shall become effective only upon approval thereof by a majority vote of this association or of the executive committee.

ARTICLE VIII. AMENDMENTS

Section 1. This constitution may be amended at any regular or special meeting of the association by a two-thirds vote of the active members present and voting, provided that notice thereof, with a copy of such proposed amendment shall have been duly served upon each active member at least thirty days prior to such meeting.

Section 2. Any change in this association's constitution or by-laws or in any rule or regulation of this association shall become binding and effective upon affiliated organizations only when a duly certified copy thereof shall have been delivered to such affiliated organizations.

BY-LAWS

ARTICLE I. MEMBERSHIP

Section 1. *Women* of the following classes shall be eligible to *active* membership:

1. Deans of women.
2. Deans of women's or coeducational schools.
3. Advisers of girls.

4. Advisers of women.
5. Heads of women's or coeducational schools.
6. Preceptresses of women's or coeducational schools.
7. Principals of women's or coeducational schools.
8. Assistant principals of women's or coeducational schools.
9. Social directors.
10. School vocational and camp and personnel counselors of women.
11. All other women by whatever officials name known who perform the duties towards girls and young women similar to those of the above-named classes.

Section 2. *Women* of the following classes shall be eligible to *associate* membership:

1. Professors and assistant professors, instructors and assistant instructors, teachers and assistant teachers who teach girls and young women.
2. Educational administrative officers and assistants not enumerated in Section I of this article who have supervision of girls and young women.
3. Mistresses or matrons or similar heads of residence halls whose duties include those of social director.
4. Young Women's Christian Association secretaries and workers.
5. Leaders of girl scouts, camp fire girls, and similar organizations of girls and young women.
6. Officers of womens' clubs and other organizations whose membership includes girls or young women.
7. Deaconesses and other religious and semireligious workers among girls and young women.
8. Industrial or social welfare and settlement workers among girls and young women.
9. Vocational and camp and personnel counselors of girls and young women other than school vocational and camp and and personnel counselors.
10. Members of classes studying the work of advising girls and young women.
11. Teachers of social hygiene.
12. Women physicians.
13. Physical directors of girls and young women.
14. Members of Mothers' and Parent-Teacher and similar organizations interested especially in the welfare of school girls and young women.
15. Mothers of adolescent girls and young women.
16. All others by whatever name known who perform duties towards girls and young women similar to those of the above-named classes in this section.

Section 3. Any individual of the classes named in Section 1 and 2 above shall, upon paying the annual dues prescribed for her class and receiving her credential, thereby become a member of the association.

Section 4. The title of honorary member may be conferred upon any woman who has rendered distinguished service in the field of education in any of the capacities enumerated in Section 1 of this article by a two-thirds vote of the active members present and voting at any annual meeting of the association or at any special meeting called for the purpose. Honorary members shall be exempt from the payment of dues and shall enjoy all the privileges of active membership except the right to hold office and to vote.

Section 5. The association or the executive committee, by a two-thirds vote of the active members present and voting at any regular meeting or at any special meeting called for the purpose, may, for sufficient cause shown, terminate the membership of a member of any class, in which case the dues, or an equitable proportion thereof, paid by the member shall be refunded.

Section 6. All memberships, active, associate, and any others except honorary and life memberships, shall terminate automatically with the expiration of the year for which dues have been paid.

ARTICLE II. DUES

Section 1. The annual dues of active members shall be \$5 and of associate members \$3.

Section 2. Deans, advisers, and other women eligible for membership under the provisions of Article 1 of these By-Laws, who are members of, or who apply for membership in, a local club affiliated with the national association, shall pay their combined annual dues of \$5 for active membership or \$3 for associate membership as the case may be to the treasurer of the local club, who shall prepare and deliver the necessary credentials.

Section 3. The "credential of membership" in the local clubs and in the state associations shall be made in quadruplicate on forms provided by the treasurer of the national association to the treasurers of the local clubs and of the state associations—one of the four copies to be delivered to the applicant in place of a receipt for the payment of her dues, one copy to be filed in the office of the treasurer of the local club, one to be filed in the office of the treasurer of the state association by the treasurer of the local club, and one to be filed in the office of the treasurer of the national association by the treasurer of the local club.

With every credential of membership sent to the state association treasurer a remittance of \$2 for each active member (out of the \$5 paid to the local club treasurer) and \$1 for each associate member

(out of the \$3 paid to the local club treasurer) shall be immediately forwarded to the treasurer of the state association. With every credential of membership sent to the national association treasurer, a remittance of \$2 for each active member (out of the \$5 paid to the local club treasurer) and \$1 for each associate member (out of the \$3 paid to the local club treasurer) shall be immediately forwarded to the treasurer of the national association.

If there is no state association in that state, then the treasurer of the local club shall immediately remit \$4 for each active member (out of the \$5 paid to the local club treasurer and \$2 for each associate member (out of the \$3 paid to the local club treasurer) to the treasurer of the national association.

Section 4. The treasurers of the state associations are authorized to issue credentials of membership in triplicate to *detached members*, vis., deans, advisers, and other women eligible to membership under the provisions of Article I of these by-laws who apply directly to the state association for membership whether or not they are from communities having local clubs, upon the payment by such detached members of the annual dues of \$5 for active membership and \$3 for associate membership. One of these triplicate credentials shall be delivered to the applicant in place of a receipt for the payment of her dues. One shall be filed in the office of the treasurer of the association of that state and one shall be filed by the treasurer of such state association with the treasurer of the national association. With every credential of detached membership sent by the treasurer of a state association to the treasurer of the national association a remittance of \$3 for each active member (out of the \$5 paid to the treasurer of the state association), and \$2 for each associate member (out of the \$3 paid to the treasurer of the state association) shall be forwarded immediately to the treasurer of the national association.

The credentials issued by the local clubs shall entitle the members so accredited to all the rights and privileges of active or associate membership as the case may be in the local club and the state association for that state and also in this association. The credentials issued by the state associations shall entitle the member so accredited to all the rights and privileges of active or associate membership as the case may be in the state and national associations but not in the local club.

Section 5. The treasurer of the national association is authorized to issue credentials of detached membership to deans, advisers, and other women eligible to membership under the provisions of Article I of these by-laws who apply for membership to the national association direct (whether or not they are from communities having local clubs or from states having state affiliated associations), upon the pay-

ment by such detached members of the annual dues of \$5 for active membership and \$3 for associate membership.

Section 6. All of the above described credentials must be renewed for each succeeding year in like manner.

Section 7. Any active member who had heretofore paid \$50 in advance and thereby became a life member and any active member who hereafter pays \$100 in advance and thereby becomes a life member shall receive a credential to that effect. She shall be exempt from the payment of further dues.

Section 8. Affiliated local clubs and affiliated district and state associations may, in addition to the annual dues provided for in this article, have such initiation fees, such further annual dues, and other charges as their work may require, but no part of the funds arising from such additional fees, dues, or charges need be forwarded to the treasurer of the state or national associations.

ARTICLE III. POWERS, DUTIES, AND TERMS OF OFFICE OF OFFICERS

Section 1. The officers of the association shall be elected by ballot by majority vote of the active members present and voting at the annual meeting of the association or at a special meeting called for the purpose, to serve for a term of two years or until their successors are elected and have qualified. The president and treasurer shall be elected in the odd years and the first vice-president and secretary in the even years. Their terms of office shall begin at the close of the meeting at which they are elected.

Section 2. The *president* shall be the executive officer of the association and ex-officio member and president of the executive committee. Except as otherwise provided, she shall preside at all meetings of the association and of the executive committee. She shall be the executive head of the association and as such be charged with the duty of carrying out its various purposes and undertakings.

She shall see that notices of all regular and special meetings of the association and of the executive committee are duly given. Unless otherwise provided, she shall appoint all standing and special committees.

She shall countersign all checks drawn by the treasurer, except as provided in Section 7 of this article. She shall sign and execute for the association all agreements and other formal documents when duly authorized so to do by the association or by the executive committee.

Unless otherwise provided, she shall fill all vacancies in the offices of the various sections and of the standing and special committees, except of the executive committee, until such time as the vacancies shall be filled in regular course and the new appointees have qualified.

She shall make a full report to be presented at the annual meeting of the association to be printed in its entirety or in condensed form in the association current issues. She shall make such other reports and perform such other duties as shall from time to time be prescribed by the association or by the executive committee.

Section 3. The *first vice-president* shall act in place of the president during her absence or disability. She shall be ex-officio a member of the executive committee and first vice-president thereof and shall perform such other duties as shall from time to time be prescribed by the association, by the executive committee, or by the president.

Section 4. The last ex-president shall automatically become the *second vice-president*. She shall act in place of the president during both her absence or disability and the absence or disability of the first vice-president. She shall be ex-officio a member of the executive committee and second-vice-president thereof and shall perform such other duties as shall from time to time be prescribed by the association, by the executive committee or by the president.

Section 5. The *secretary* shall conduct the correspondence of the association under the direction of the president, unless otherwise provided for.

She shall keep, or have kept, an accurate record of the proceedings of all meetings of the association and of the executive committee of which body she shall be ex-officio a member and secretary. She shall be custodian of all books, papers, documents, and records of the association, of the executive committee, and of all other committees not otherwise provided for, and at the expiration of her term of office she shall promptly surrender the same to her successor.

She shall, when requested by the president, give due notice of all regular and special meetings of the association and of the executive committee and of the other standing and special committees.

She shall keep at all times an accurate list of the names and addresses of all active, associate, and other members of the association and of the officers of the association, section officers, committees and chairmen thereof; and upon request shall furnish copies thereof to the association, to the executive committee, and to any other officer of the association including the executive secretary.

She shall make a detailed report to be presented at the annual meeting of the association to be printed in its entirety or in condensed form in the association current issues. She shall make such other reports and shall perform such other duties as shall, from time to time, be prescribed by the association, by the executive committee, or by the president.

Section 6. The *executive secretary* shall be employed by the executive committee whenever the work of the association justifies it for such term of office and at such salary as shall be agreed on. She, under the direction of the association, of the executive committee, and of the president, shall be responsible for carrying out the purposes and policies of the association, with authority to act upon all details not involving a change of the purpose or policies of the association and not in contravention of the instructions received from the association, from the executive committee, or from the president. She shall make recommendations from time to time to the association, to the executive committee and to other standing or special committees and to the officers of the association for the improvement of old lines of work and the development of new. When authorized so to do by the association, by the executive committees, or by the president, she shall select such subordinates and employ such help as the work of the association requires and have general supervision of them. She shall conduct all business and other correspondence of the association not coming properly within the scope or duties of other officers or committees. Under the supervision of the duly authorized officers or committees she shall carry on the movement of organizing regional, state, district, local, and other organizations of deans and advisers and others interested in the same or similar work on behalf of girls and young women and as far as possible bring these and like organizations already existing into affiliation with the association in carrying out its purposes and policies; and the other movement of bringing into cooperation with this association national or lesser organizations not of deans or advisers but which are vitally interested in the welfare and better development of the girls and young women with whom deans and advisers are working or in which they have been or soon may be interested.

When authorized so to do by the association, by the executive committee, or by the president she shall perform the duties of the secretary in relation to serving notices of meetings of the association and of the executive or other standing and special committees and keeping the minutes of such meetings and any other duties of the secretary or of other officers.

She shall be ex-officio a member of and executive secretary of the executive committee with advisory power but without vote. She shall make a detailed report to be presented at the annual meeting of the association to be printed in its entirety or in condensed form in the association issues. She shall make such other reports and shall perform such other duties as shall from time to time be prescribed by the association, by the executive committee or by the president.

Section 7. The *treasurer* shall be the fiscal officer of the association and ex-officio a member of and treasurer of the executive committee and as such shall receive all moneys of the association and de-

posit them in such bank or banks as shall be designated by the association or by the executive committee, and shall disburse them at the direction of the association, of the executive committee or of the president by checks signed by herself and countersigned by the president. By similar checks she shall honor all requisitions of officers, chairmen of committees, and others granted appropriations by the terms of the budget or by special appropriations of the executive committee up to the amounts so appropriated without further authority; but checks shall not be so issued if the amount called for exceeds the funds available under that specific appropriation. In making such disbursements the treasurer shall issue checks only upon receipt of a properly signed voucher referring to the specific budget or executive committee appropriation being drawn against.

A current expense account of not to exceed \$500 at any one time may be opened by vote of the association or of the executive committee which may be drawn upon by checks signed by the treasurer only. Vouchers shall likewise be required upon the issuing of these checks when practicable.

She shall keep true and exact accounts of all such receipts and disbursements and shall at all reasonable times upon demand exhibit her books and accounts to any officer of the association or to any auditor, accountant, or auditing committee, employed or appointed by the association, by the executive committee, by the audit committee, or by the president.

She shall keep at all times accurate lists of all active, associate, and other members of the association and of all officers of affiliated organizations with their addresses, and upon request shall display the same or furnish copies thereof to the association, to the executive committee, to the secretary, or to any other officer of the association including the executive secretary. She shall issue proper credentials of membership to all members paying their dues in the first instance to the association and not to the regional, state, district, or local organizations.

She shall give such bond as shall be prescribed by the association or by the executive committee for the faithful performance of her duties and for the delivery to her successor at the expiration of her term of office of all accounts, books, vouchers, papers, moneys, and other property of the association, the expense for such bond to be paid by the association.

She shall make a detailed report to be presented at the annual meeting of the association to be printed in its entirety or in condensed form in the association current issues.

She shall make such other reports and perform such other duties as shall from time to time be prescribed by the association, by the executive committee, or by the president.

Section 8. In the absence or disability of both the president and

the vice-presidents at any meeting of the association or of the executive committee a president pro tem to act during such absence or disability may be chosen by the meeting.

Section 9. In the absence or disability of the secretary at any meeting of the association or of the executive committee, a secretary pro tem to act during such absence or disability may be chosen by the meeting.

Section 10. All officers of the association shall be chosen from among the active members of the association except as provided in Article III, Section 2, of the Constitution.

Section 11. All officers who have received appropriations for their work through the budget or by special action of the executive committee shall at least forty-five days before the annual meeting make a full, detailed report to the treasurer of the association of the amount received and disbursed, accompanied, as far as possible, by properly signed vouchers for all disbursements and a remittance for any unexpended balance.

Section 12. At the expiration of their terms of office the several officers and members of the staff of the association shall surrender to their successors in office all books, papers, documents, records, and other property of the association in their hands and a detailed report of the projects and activities under way with the present condition of each and such other facts as will assist the incoming officers to take up their work with the least possible loss of progress.

ARTICLE IV. ADDITIONAL MEMBERS OF AND POWERS AND DUTIES OF THE EXECUTIVE COMMITTEE

Section 1. In addition to the members provided for in the constitution the following shall be members of the executive committee: the executive secretary of the association when chosen, and the chairman of the following committees—program, press and publication, health, membership, and research.

Section 2. The officers of the association shall be ex-officio officers of the executive committee.

Section 3. All committees not otherwise provided for shall be appointed by the executive committee.

Section 4. The executive committee by majority vote may fill any vacancy occurring in the list of officers of the association until their successors have been elected or appointed in regular course and have qualified.

Section 5. It shall make provision for all funds needed for carrying out the purposes and policies of the association and of its several subordinate bodies not provided by membership dues, the sale of publications, and from other regular sources.

Section 6. Prior to the annual meeting of the association the executive committee shall make up a tentative budget covering the estimated receipts and expenditures for the ensuing year which budget shall be submitted to the association at the annual meeting for its approval. When formally adapted the budget shall govern generally the expenditures of all officers and subordinate bodies of the association and others engaged in the work of the association. If emergencies arise during the year making it necessary that any officer or subordinate body of the association, or workers in association projects, have more funds than are provided in the budget, the executive committee shall consider applications therefor on their merits and, if the expenditure seems to be justified, may make an additional appropriation therefor out of any unexpended and unappropriated balance in the treasury.

Section 7. The railroad fare and other necessary transportation expenses of members of the executive committee in coming to and returning from executive committee meetings, except the two regular meetings, shall be paid by the treasurer of the association upon presentation of vouchers therefor properly executed by the members of the committee.

ARTICLE V. POWERS AND DUTIES OF THE SECTIONS AND THE OFFICERS OF THE SECTIONS

Section 1. In addition to the powers and duties of the several sections prescribed by the constitution they are hereby authorized to frame and present to the association or to the executive committee recommendations for the inauguration of new policies and activities in the special fields of such sections and the prosecution of research work in such fields.

Section 2. The chairman of the several sections shall be the executive officers thereof and shall be responsible for carrying out the general purposes and policies of the sections. They shall be ex-officio members of the executive committee. They shall preside at the business meetings of their several sections and either preside personally or provide for presiding officers for all other meetings of the sections. In consultation with the president and the program committee of the association and with the vice-chairman and secretary-treasurer of the section, each chairman of a section shall prepare the program for the annual meeting of that section. She shall make such reports and perform such further duties as shall be prescribed by the association, by the by-laws, by the president or by her section.

Section 3. The retiring chairman shall automatically become the vice-chairman of the section and as such shall perform all the duties of the chairman in her absence or disability.

Section 4. The secretary-treasurer of the several sections shall perform the usual duties of these two offices. She shall make such reports and perform such other duties as shall be prescribed by the association, by the by-laws, by the president, by her section or by the chairman thereof.

Section 5. At the expiration of their terms of office the several officers of the sections shall surrender to their successors in office, all books, papers, documents, records and other property of the section in their hands and a detailed report of the work of the office and such other facts as will assist the incoming officers to take up their work with the least possible loss of progress.

ARTICLE VI. POWERS AND DUTIES OF COMMITTEES

Section 1. In addition to the executive committee there shall be the following standing committees and such others as the association and the executive committee shall from time to time authorize—program, press and publication, health, affiliation and cooperation, membership, research, qualification and preparation of deans and advisers, audit, and nominating. These and all other committees except the executive committee shall be appointed by and the chairman designated by the president unless otherwise specifically provided.

Section 2. The chairmen of all standing committees and a majority of the members of such committees shall be chosen from among the active members of the association except as provided in Article III, Section 2 of the constitution. The remaining members of the committees may be either active, associate, or other members of the association; or where there are special reasons therefor, may be individuals not members of the association.

Section 3. The chairmen of the several committees may add to the membership of their committees as circumstances may require so long as a majority of the members of their committees are active members of the association. All such additions must, however, be reported to the secretary as soon as made.

Section 4. All active work other than the preparation of the annual report of all standing and special committees except the executive committee shall be terminated, as far as possible, 45 days before the date of the annual meeting. The chairman of the sections and of each committee which has received appropriations either through the budget or by special action of the executive committee shall, at least 45 days before the annual meeting, make a full detailed report to the treasurer of the association of the amount received and the amounts disbursed by the committee accompanied by properly signed vouchers for all disbursements as far as practicable and a remittance for any unexpended balance.

Section 5. The *program* committee shall consist of the president, the second vice-president, the secretary, the chairmen of the several sections, and the chairmen of the committees on press and publication and affiliation and cooperation. It shall be the duty of this committee to prepare a program for the annual meeting of the association and of the several sections.

Section 6. The *press and publication* committee shall consist of the editor of the current issues of the association when appointed and five other members appointed by the president, one each year for a term of five years or until their successors are appointed and have qualified except as provided in Section 3 above. It shall be the duty of the committee to give publicity to the purposes and activities of the association, to publish the current issues by whatever name known, including the year book; to assemble and review papers, theses, addresses, articles, etc. bearing upon the work and other interests of deans and advisers and publish those which, in the opinion of the committee, are worthy of perpetuation.

The committee shall furnish the program committee, as received and reviewed, copies of all such papers, theses, addresses, articles, etc., as appear to be worthy of a place on the program of the annual meeting of either the association or of the several sections.

Section 7. The *health* committee shall consist of five members to be appointed, except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified. It shall be the duty of this committee by means of student health surveys and other investigations to assemble and furnish to deans and advisers and other interested workers information regarding student health measures throughout the country and other health data and foster any movements calculated materially to improve the physical, mental, and moral health of girl and women students.

Section 6. The *affiliation and cooperation* committees shall consist of the first vice-president ex-officio and five members to be appointed except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified. The duties of this committee shall be twofold;

First, to bring into affiliation with this association as far as possible all existing regional, state, district, local, and other organizations of deans and advisers as provided in Article VII of the constitution and to foster the establishment of such organizations where none now exist and bring them into like affiliation with this association and carry out the purpose of this association to serve as a parent association to all such organizations.

Second, to make arrangements whereby this association may enter into cooperation with other national or lesser organizations not of deans or advisers, but which, in one way or another, are vitally inter-

ested in the welfare and better development of the girls and young women with whom deans and advisers are working or in which they have been or may soon be interested.

Section 9. The *membership* committee shall consist of five members appointed, except as provided in Section 3 above, by the president, one each year, for a term of five years or until their successors are appointed and have qualified. It shall be the duty of this committee to promote the growth of the association.

Section 10. The *research* committee shall consist of five members appointed, except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified.

It shall be the duty of this committee to make exhaustive investigations of matters of interest to deans and advisers submitted to it by the association, by the executive committee, or by the president; and, unless otherwise specifically advised by the body or officer requesting the research, it shall submit its findings in the form of reports or bulletins which, when requested by the program committee, shall be presented at the annual meeting of the association or of the sections and published in their entirety or in condensed form in the association current issues; and if so directed by the association or by the executive committee, in other designated publications or as pamphlets for free distribution to members or others or for sale.

Section 11. The committee on *qualifications* and *preparation* of *deans* and *advisers* shall consist of five members appointed, except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified.

The duties of this committee shall be twofold:

First, to determine the qualifications of deans and advisers of the several classes and of their assistants and to report the same to the association or to the executive committee for final action; and from time to time similarly to report any changes thought necessary in the official list of qualifications.

Second, to determine what are the necessary preparations of deans and advisers of the several classes and of their assistants and to report the same to the association or to the executive committee for final action; and from time to time similarly to report any changes thought necessary in the official statement of required preparation and foster a movement to induce our larger colleges, universities, teacher-training, and other schools to include in their curriculums courses of study calculated thoroughly to prepare deans and advisers of the several classes and their assistants for their work and to give diplomas or other evidences of the successful completion of such courses.

Section 12. The *audit* committee shall consist of two members appointed by the president one each year for a term of two years or until their successors are appointed and have qualified. It shall be the duty of this committee to audit the accounts of the treasurer and submit a report thereon at the annual meeting of the association. Whenever the volume of accounts justifies it, the committee shall employ an impartial certified auditor or accountant to pass upon and report upon the treasurer's accounts; and the report of such auditor or accountant shall be submitted to the association along with the report of the auditing committee.

Section 13. The *nominating* committee shall consist of five members appointed, except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified.

The duties of this committee shall be to make as thorough a study as possible of the active membership of the association and to consult any other sources of information necessary to enable them to assemble a list of members having special qualifications for the several officers of the association and of the several sections, for executive secretary, and other important staff positions, for membership on the several standing and other committees and for the chairmanship of such committees and for any other office or position in connection with the association work; and be prepared, if possible, at least thirty days prior to the date when an election or appointment is about to take place to present at least two specially qualified candidates for each office or position to be filled.

Section 14. The chairmen of the several standing and special committees, except the executive committee, shall prepare detailed reports of the work of their several committees to be presented at the annual meeting of the association and to be printed in their entirety or in condensed form in the current issues of the association. They shall make such other reports and shall perform such other duties as shall be prescribed from time to time by the association, by the executive committee, or by the president.

Section 15. At the expiration of their terms of office the chairmen of the standing and other committees except the executive committee shall surrender to their successors in office all books, papers, and other property of the association or of the committee with a detailed report of the projects and activities undertaken by the committee, the progress made, and such other facts as will assist the new chairmen to take up the work with the least loss of progress.

ARTICLE VII. MEETINGS

Section 1. The *annual* meeting of the *association* shall be held at the time and place to be fixed by vote of the association or of the executive committee.

Section 2. *Special* meetings of the *association* may be called or caused to be called at any time by the president when the work of the association requires it and she shall call or cause to be called such special meetings upon written request of 5 per cent of the active membership of the association or upon written request or vote in meeting of a majority of the members of the executive committee. Special meetings shall be held at the time and place designated in the notice thereof.

Section 3. *Regular* meetings of the *executive committee* shall be held immediately following each annual meeting of the association and immediately preceding the next annual meeting at the time and place fixed by the association, by the executive committee, or by the president.

Section 4. *Special* meetings of the *executive committee* may be called or caused to be called by the president at any time when the work of the committee requires it and she shall call or cause to be called such special meeting upon written request or vote in meeting of a majority of the members of the executive committee.

Section 5. *Regular* meetings of the several *sections* shall be held during the annual meeting of the association at the time and place designated in the notice of such meeting.

Section 6. *Special* meetings of a *section* may be called or caused to be called at any time by the chairman when the work of the section requires it and she shall call or cause to be called such special meeting upon written request of 5 per cent of the active members of the section.

Section 7. Meetings of *standing* and *special committees*, except the executive committee, may be called or caused to be called by the chairman at any time when the work of the committee requires it and she shall call or cause to be called such meetings upon written request or vote in meeting of a majority of the active members of the committee.

ARTICLE VIII. NOTICES OF MEETINGS

Section 1. Due notice of the *annual* meeting of the *association* shall consist of a written notice stating the time and place of such meeting mailed to each active member at least thirty days prior to such meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving such notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance. A printed program which states the time and place of meeting shall be construed as such written notice.

Section 2. The notice of the *special* meetings of the *association* shall conform to the above requirements and in addition shall state the object or objects of such meetings.

Section 3. Due notice of the *regular* meetings of the *executive* committee shall consist of a written notice stating the time and place of such meeting mailed to each member at least fifteen days prior to such meeting or similar verbal, written or other notice given or delivered to her personally before the hour of the meeting.

Section 4. Due notice of the *special* meetings of the *executive committee* shall conform to the above requirements and in addition shall state the object or objects of such meetings.

Section 5. Due notice of *regular* meetings of the several *sections* shall consist of a written notice stating the time and place of such meetings mailed to each active member at least thirty days prior to such meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving such notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance. In this case also a printed program stating the time and place of meeting shall be construed as such written notice.

Section 6. Due notice of *special* meetings of the several *sections* shall conform to the above requirements and in addition shall state the object or objects of such meeting.

Section 7. Due notice of *special* meetings of *standing* and *other* committees shall consist of a written notice stating the time, place, and object or objects of such meeting mailed to each member of the committee at least fifteen days prior to such meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her after receiving the notice to reach the place of meeting at the appointed time by the ordinary means of conveyance.

Section 8. Due notice of proposals of new policies of the association or the modification of existing policies and due notice of action upon applications of organizations for affiliation with the association shall consist of a written statement of the proposed new policies or modification of policies or of the desired affiliation mailed to each active member of the association or of the executive committee as the case may be at least thirty days prior to the meeting at which action is to be taken or a similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving the notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance.

Section 9. Any member who changes her address during the year so that the notices provided for in this article, if sent to the address last formally given to the secretary or treasurer, will not reach her in time to make it possible for her or her mail vote provided for in the following article, to reach the place of meeting at the appointed time, must notify the secretary of the association of such change.

Section 10. Any notice provided for in this article may be waived by written waiver properly dated and signed by the member.

ARTICLE IX. QUORUMS AND MAIL VOTING

Section 1. Twenty-five active members of the association and eight active members of any section shall constitute a quorum for the transaction of business and, unless otherwise provided, a majority of the active members present and voting at duly constituted meetings shall be necessary to pass any measure.

Section 2. A majority of the active members of the executive committee and of all other standing and special committees shall constitute a quorum of these bodies for the transaction of business and, unless otherwise provided, a majority vote of the active members present and voting at duly constituted committee meetings shall be necessary to pass any measure.

Section 3. Both the association, the several sections, the executive committee, and other standing and special committees are authorized in their discretion to submit to the active members of their several bodies by mail or written ballot any question, motion, or resolution upon which it is necessary or desirable to secure the action of the entire active membership of the body and such vote shall be as conclusive and binding as though taken in a meeting duly called for the purpose; and, if a majority approve the question, motion, or resolution so submitted, it shall be entered in its proper order in the minute book of the body, if one is kept.

Section 4. In case there is not a quorum present at any duly called meeting of the association, of any section, of the executive committee or of any other standing or special committee but there are present at least one-half of the number of active members necessary to constitute a quorum, those present may in their discretion, by majority vote, authorize the submission to all of the members of the body, by mail or written ballot, any question, motion, or resolution upon which it is necessary or desirable to secure the action of the entire membership of the body and such vote shall be as conclusive and binding as though taken in a meeting duly called for the purpose, and if a majority approve the question, motion, or resolution it shall be entered in the proper order in the record book of the body in case formal records of meetings are kept.

ARTICLE X. VACANCIES

Section 1. The executive committee by majority vote may fill any vacancies in the offices of the association and of the committee until their successors are elected in regular course and have qualified.

Section 2. The president may fill any vacancies in the positions of chairmen, vice-chairmen, secretary-treasurer or other officers of the several sections and of the standing and special committees ex-

cepting the executive committees and in the membership of such committees until their successors are elected or appointed in regular course and have qualified.

ARTICLE XI. FISCAL YEAR

The fiscal year of the association shall begin on the first day of January in each year and end on the thirty-first day of the following December.

ARTICLE XII. ORDER OF BUSINESS

Section 1. The order of business at the annual meeting and, as far as applicable, at the special meetings of the association shall be:

1. Call to order.
2. Reading of minutes.
3. Reports of the following officers:
 - President.
 - Secretary.
 - Treasurer.
 - Executive secretary.
4. Reports of the following committees:
 - Press and publications.
 - Health.
 - Affiliation and cooperation.
 - Membership.
 - Research.
 - Qualifications and preparation of deans and advisers.
 - Audit.
 - Nominating.
5. Election of officers.
6. Communications.
7. Miscellaneous business.
8. Adjournment.

Section 2. The order of business at meetings of the sections and of the executive committee and, as far as applicable of all other standing and special committees shall be:

1. Call to order.
2. Roll call.
3. Reading of minutes.
4. Reports of officers and committees.
5. Report of nominating committee.
6. Election of officers or members.
7. Communications.
8. Miscellaneous business.
9. Adjournment.

ARTICLE XIII. RULES OF ORDER

Section 1. The rules of parliamentary procedure as laid down in Robert's revised "Rules of Order" shall govern all meetings of the association, of the sections, of the executive committee, and of all standing and special committees except as otherwise provided in the constitution and by-laws or unless a different rule shall be established by resolutions of the association or of the executive committee.

ARTICLE XIV. AMENDMENTS

Section 1. These by-laws may be amended at any regular or special meeting of the association by a two-thirds vote of the active members present and voting, provided that notice thereof with a copy of such proposed amendment shall have been served upon every active member of the association at least thirty days prior to such meeting.

Section 2. Any one or more of the provisions of these by-laws may be suspended for a part or all of any meeting of the association by a two-thirds vote of the active members present and voting.

SUGGESTED MODEL CONSTITUTIONS AND BY-LAWS FOR STATE AND DISTRICT ASSOCIATIONS AND FOR LOCAL CLUBS OF DEANS AND ADVISERS

These have been drafted on the suppositions:

1. That generally the district associations and local clubs may not have large enough memberships to justify dividing into sections.
2. That they will not have business enough to justify the employment of an executive secretary.
3. That the National Association will publish all periodicals so that the affiliated groups will not have any "current issues" of their own.
4. That the National Association will eventually adopt organization papers essentially like those prepared by the author as a model for that organization.

(MODEL) CONSTITUTION¹
FOR
STATE AND DISTRICT ASSOCIATIONS AND LOCAL CLUBS
OF DEANS OF WOMEN

ARTICLE I. NAME

Section 1. This organization shall be known as the (Name of State)² Association of Deans of Women.

ARTICLE II. PURPOSES

The purposes of this association shall be:

Section 1. To foster a spirit of unity and cooperation among deans and advisers of women and others having the same or similar purposes.

Section 2. To create a recognized professional status for deans, advisers, and others engaged in the upbuilding of girls and young women physically, mentally, socially, and morally both in the field of education and in our civic and economic life.

Section 3. To study systematically the best methods of preparing for and performing the work of advising girls and young women and to establish high standards of qualification for it.

Section 4. To make clear to the public and to the governing boards of educational institutions where girls and women are educated the necessity of having in each of these institutions a competent and thoroughly trained woman as dean of women or of girls.

Section 5. To study the problems common to deans and advisers of women and girls and to gather and disseminate among its members and to the public generally data bearing upon all phases of the work of upbuilding girls and young women. To foster the building up of an adequate literature of the profession.

¹This model constitution and by-laws for a state association will serve the same purpose for a district association or for a city deans' and advisers' club by changing the heading and in the club organization papers substituting "club" for "association" throughout. Any other necessary changes will be indicated in subsequent footnotes. The author will gladly assist any state or district association or local club in adapting these models to their needs.

²For district association insert here the name of the district. For local associations such title as "Buffalo Deans of Women's Club" is suggested.

Section 6. To affiliate and cooperate with the National Association of Deans of Women, hereinafter generally called the "national association," and with all state and local associations and clubs of deans and advisers of young women and girls affiliated with the national association and with other organizations having like or similar purposes, in realizing their purposes and in carrying out their policies.

Section 7. To undertake each year some definite constructive work.

ARTICLE III. MEMBERSHIP

Section 1. There shall be three kinds of members—active, associate, and honorary, and such other kinds as shall be provided for by the by-laws or by the association.

Section 2. Associate and honorary members shall enjoy all the rights and privileges of active membership, except the right to participate in the business meetings, the right to vote, and the right to hold office.

One or more of these rights may be accorded one or more associate or honorary members at any meeting of the association for that meeting, by a two-thirds vote of the active members present.

The right to hold office for an entire term may be accorded an associate or honorary member by a two-thirds vote of *all* the active members of the association expressed either in writing or by vote in meeting.

If notice is duly served upon each active member that a vote is to be taken at a forthcoming meeting, to accord to an associate or honorary member, named, the right to hold a specific office, then such right may be conferred by a two-thirds vote of the active members *present at that meeting* and voting.

Section 3. The by-laws shall prescribe who shall be eligible to active and who to associate, honorary, or other kinds of membership and the conditions of membership.

Section 4. All properly accredited active and associate members of national, district, and local associations or clubs of deans or advisers of young women or girls, having like or similar purposes and becoming affiliated with this association, upon the payment of the annual dues and filing the credentials provided for in Article II of the by-laws shall become duly accredited active or associate members of this association as the case may be.

ARTICLE IV. OFFICERS

Section 1. The officers of the association shall be a president, a first vice-president, a second vice-president, a secretary and a treasurer, and such other officers as shall from time to time be provided for in the by-laws or by the association, or by the executive committee.

Section 2. The same member may fill any two offices except that of president if it shall be so provided in the by-laws or by the association or by the executive committee.

Section 3. The time and manner of election or appointment of, the term of office, and the powers and duties of the several officers and the manner of filling vacancies shall be fixed by the by-laws.

ARTICLE V. EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the president, the first vice-president, the second vice-president, the secretary and the treasurer of the association, the chairmen of the several sections,¹ and of such other officers, chairmen, and members of the staff as shall be made members of the executive committee by the by-laws or by the association.

Section 2. It shall be the governing body of the association and shall have all of the powers and shall perform all of the duties of the association in the interims between association meetings. However, neither the officers of the association nor the executive committee shall have power to add to or modify the purposes or broad policies of the association, except as so specifically authorized by the association.

Section 3. It shall be responsible for the promotion and effective carrying out of the policies of the association and program of work entrusted to the various sections, officers, and committees and the securing of funds therefor.

Section 4. The members of the executive committee shall be trustees of the property of the association and, as such, are authorized, in the name of the association, to appeal or apply for, take, receive by bequest, devise, gift, purchase, or lease, either absolutely, or in trust, for any of its purposes, and hold property, real or personal, without limitation as to amount or value except such as the statutes impose and to dispose of the same whenever it is to the best interests of the association to do so.

¹Reference to sections or chairmen of sections in the following places in the constitutions and by laws of district associations and local clubs should be omitted if the membership is so small that division into sections is impracticable; Constitution—Article V, Section 1; all of Article VI and the numbers of subsequent articles changed accordingly. By-laws—Article II; Article III, Section 2 and 5; Article IV, Section 1; all of Article V to be omitted and the subsequent article numbers changed accordingly; Article VI, Sections 4, 5, 9; Article VII, Sections 5 and 6; Article VIII, Sections 5 and 6 to be omitted and the numbers of subsequent sections changed accordingly; Article IX, Sections 1, 2, 3, 4; Article X, Section 2; Article XII, Section 2; Article XIII, Section 1.

Section 5. The further powers and duties of the executive committee, the time, place, and manner of calling meetings thereof, the manner of filling vacancies therein, and the quorums necessary to transact business and its method of securing and disbursing funds shall be fixed by the by-laws or by the association.

ARTICLE VI. SECTIONS

Section 1. In order to carry out the objects of the association more effectively there shall be four sections to be known as deans and deans of women of universities, deans and deans of women of colleges, deans of women of teacher-training schools, and deans of girls of secondary institutions. These sections may be changed and additional sections created by the by-laws or by the association from time to time as deemed expedient.

Section 2. The officers of the sections shall be a chairman, a vice-chairman, a secretary-treasurer, and such other officers as the by-laws, the association, the several sections, or the executive committee shall from time to time determine, to be elected by the several sections at their annual meetings or at special meetings called for the purpose, from among the active members of the association except as provided in Article III, Section 2 of the constitution for a term of two years or until their successors are elected and have qualified. The chairmen shall be elected on the even years and the secretary-treasurer on the odd years. The outgoing chairmen shall be the vice-chairmen for the succeeding two years.

Section 3. The powers and duties of the sections and of the officers thereof and the time, place, and manner of calling meetings of the sections and the manner of filling vacancies therein and the quorums necessary to transact business shall be fixed by the by-laws or by the association.

ARTICLE VII.¹ AFFILIATION

Section 1. Any district association or local club of deans and advisers of young women or girls now organized, or which shall hereafter be organized within this state, having the same or similar purposes may become affiliated with this association and its members become members of the several kinds of this association by adopting and filing with the secretary of this association a resolution requesting such affiliation and by conforming its constitution and by-laws to the constitution and by-laws of this association and at all times main-

¹Where several local clubs desire to form a district association this article modified to fit the case should be inserted in the district constitution, but it should be omitted in the constitutions of local clubs and the numbers of the subsequent articles changed accordingly.

taining such conformity and by agreeing to observe such reasonable rules and regulations as shall from time to time be adopted by this association in so far as they affect such affiliated organizations and by filing the credentials and paying into the treasury of this association the quota of annual dues prescribed by Article II of the by-laws. Such affiliation shall become effective only upon approval thereof by a majority vote of this association or of the executive committee.

ARTICLE VIII. AMENDMENTS

Section 1. This constitution may be amended at any regular or special meeting of the association by a two-thirds vote of the active members present and voting, provided that notice thereof, with a copy of such proposed amendment, shall have been duly served upon each active member at least fifteen days prior to such meeting.

Section 2.¹ Any change in this association's constitution or by-laws or in any rule or regulation of this association shall become binding and effective upon affiliated organizations only when a duly certified copy thereof shall have been delivered to such affiliated organizations.

(MODEL) BY-LAWS

FOR

STATE² AND DISTRICT ASSOCIATIONS AND FOR LOCAL CLUBS OF DEANS OF WOMEN

ARTICLE I. MEMBERSHIP

Section 1. *Women* of the following classes shall be eligible to *active* membership:

1. Deans of women.
2. Deans of women's or coeducational schools.
3. Advisers of girls.
4. Advisers of women.
5. Heads of women's or coeducational schools.
6. Preceptresses of women's or coeducational schools.
7. Principals of women's or coeducational schools.
8. Assistant principals of women's or coeducational schools.
9. Social directors.

¹This section should not, of course, be included in the constitution of local clubs.

²This heading like the constitution heading should be adapted to the district or local organization name.

10. School vocational and school camp and personnel counselors of women.

11. All other women by whatever official name known who perform the duties towards girls and young women similar to those of the above-named classes.

Section 2. *Women* of the following classes shall be eligible to *associate* membership:

1. Professors and assistant professors, instructors and assistant instructors, teachers and assistant teachers who teach girls and young women.

2. Educational administrative officers and assistants not enumerated in Section I of this article who have supervision of girls and young women.

3. Mistresses or matrons or similar heads of residence halls whose duties include those of social director.

4. Young Women's Christian Association secretaries and workers.

5. Leaders of girl scouts, camp fire girls, and similar organizations of girls and young women.

6. Officers of womens' clubs and other organizations whose membership includes girls or young women.

7. Deaconesses and other religious and semireligious workers among girls and young women.

8. Industrial or social welfare and settlement workers among girls and young women.

9. Vocational and camp and personnel counselors of girls and young women other than school, vocational, and camp and personnel counselors.

10. Members of classes studying the work of advising girls and young women.

11. Teachers of social hygiene.

12. Women physicians.

13. Physical directors of girls and young women.

14. Members of Mothers' and Parent-Teacher and similar organizations interested especially in the welfare of school girls and young women.

15. Mothers of adolescent girls and young women.

16. All others by whatever name known who performs duties towards girls and young women similar to those of the above-named classes in this section.

Section 3. Any individual of the classes named in Sections 1 and 2 above shall, upon paying the annual dues prescribed for her class and receiving her credentials, thereby becomes a member of the association.

Section 4. The title of honorary member may be conferred upon any woman who has rendered distinguished service in the field of education in any of the capacities enumerated in Section 1 of this

article by a two-thirds vote of the active members present and voting at any annual meeting of the association or at any special meeting called for the purpose. Honorary members shall be exempt from the payment of dues and shall enjoy all the privileges of active membership except the right to hold office and the right to vote.

Section 5. The association or the executive committee by a two-thirds vote of the active members present and voting at any regular meeting or at any special meeting called for the purpose may, for sufficient cause shown, terminate the membership of a member of any class, in which case the dues, or an equitable proportion thereof, paid by the member shall be refunded.

Section 6. All memberships, active, associate, and any others except honorary and life memberships, shall terminate automatically with the expiration of the year for which dues have been paid.

ARTICLE II. DUES¹

Section 1. The annual dues of active members shall be \$5 and of associate members \$3.

Section 2. Deans, advisers, and other women eligible for membership under the provisions of Article I of these by-laws, who are members of, or who apply for membership in, a district association or local club affiliated with the national association or with this association, shall pay their combined annual dues of \$5 for active membership or \$3 for associate membership, as the case may be, to the treasurer of the local club who shall prepare and deliver the necessary credentials.

Section 3. The "credential of membership" in the district associations and local clubs shall be made in quadruplicate on forms provided by the treasurer of the national association to the treasurer of the district associations and local clubs; one of the four copies to be delivered to the applicant in place of a receipt for the payment of her dues, one copy to be filed in the office of the treasurer of the local club, one to be filed in the office of the treasurer of this association by the treasurer of the local club, and one to be filed in the office of the treasurer of the national association by the treasurer of the local club.

¹If those charged with the responsibility of framing by-laws for district associations or local clubs find difficulty in adapting this article on dues to their needs, write to the author, and the proper phrasing will be suggested. The regulations here given are those that apply to *state* associations.

With every credential of membership sent to this association treasurer a remittance of \$2 for each active member (out of the \$5 paid to the district association or local club treasurer) and \$1 for each associate member (out of the \$3 paid to the local club treasurer) shall be immediately forwarded to the treasurer of this association. With every credential of membership sent to the national association treasurer, a remittance of \$2 for each active member (out of the \$5 paid to the local club treasurer) and \$1 for each associate member (out of the the \$3 paid to the local club treasurer) shall be immediately forwarded to the treasurer of the national association.

Section 4. The treasurer of this association is authorized to issue credentials of membership in triplicate to *detached* members, viz. deans, advisers, and other women eligible to membership under the provisions of Article I of these by-laws who apply directly to this association for membership, whether or not they are from communities having district associations or local clubs, upon the payment by such detached members of the annual dues of \$5 for active membership and \$3 for associate membership. One of these triplicate credentials shall be delivered to the applicant in place of a receipt for the payment of her dues. One shall be filed in the office of the treasurer of this association, and one shall be filed by the treasurer of this association with the treasurer of the national association. With every credential of detached membership sent by the treasurer of this association to the treasurer of the national association a remittance of \$3 for each active member (out of the \$5 paid to the treasurer of the state association) and \$2 for each associate member (out of the \$3 paid to the treasurer of this association) shall be forwarded immediately to the treasurer of the national association.

The credentials issued by the district associations or the local clubs shall entitle the members so accredited to all the rights and privileges of active or associate membership, as the case may be, in the district association and the local club and in this association and also in the national association. The credentials issued to detached members by this association shall entitle the member so accredited to all the rights and privileges of active or associate membership, as the case may be, in this and the national association, but not in the district associations or the local clubs of the state.

Section 5. All of the above-described credentials must be renewed for each succeeding year in like manner.

Section 6. Any active, associate, or other member who pays \$100 in advance and thereby becomes a life member of this association shall receive a credential to that effect. She shall be exempt from the payment of further dues.

Upon receipt of the life membership dues of any member, the treasurer shall immediately remite \$75 thereof to the treasurer of the national association.

Section 7. Affiliated district associations and local clubs may, in addition to the annual dues provided for in this article, have such initiation fees, such further annual dues and other charges as their work may require, but no part of the funds arising from such additional fees, dues, or charges need be forwarded to the treasurer of this association.

ARTICLE III. POWERS, DUTIES, AND TERMS OF OFFICE OF OFFICERS

Section 1. The officers of the association shall be elected by ballot by majority vote of the active members present and voting at the annual meeting of the association, or at a special meeting called for the purpose, to serve for a term of two years or until their successors are elected and have qualified. The president and treasurer shall be elected in the odd years and the first vice-president and secretary in the even years. Their terms of office shall begin at the close of the meeting at which they are elected.

Section 2. The *president* shall be the executive officer of the association and ex-officio member and president of the executive committee. Except as otherwise provided, she shall preside at all meetings of the association and of the executive committee. She shall be the executive head of the association and, as such, be charged with the duty of carrying out its various purposes and undertakings. She shall see that notices of all regular and special meetings of the association and of the executive committee are duly given. Unless otherwise provided, she shall appoint all standing and special committees. She shall countersign all checks drawn by the treasurer except as provided in Section 7 of this article. She shall sign and execute for the association all agreements and other formal documents when duly authorized so to do by the association or by the executive committee. Unless otherwise provided, she shall fill all vacancies in the offices of the various sections and of the standing and special committees except of the executive committee until such time as the vacancies shall be filled in regular course and the new appointees have qualified. She shall make a full report to be presented at the annual meeting of the association. She shall make such other reports and perform such other duties as shall from time to time be prescribed by the association or by the executive committee.

Section 3. The *first vice-president* shall act in place of the president during her absence or disability. She shall be ex-officio a member of the executive committee and first vice-president thereof and shall have such further powers and perform such other duties as shall from time to time be prescribed by the association, by the executive committee and by the president.

Section 4. The retiring president shall automatically become the *second vice-president*. She shall act in place of the president during both her absence or disability and the absence or disability of the first vice-president. She shall be ex-officio a member of the executive committee and second vice-president thereof. Under the direction of the executive committee and in cooperation with the second vice-president of the national¹ association she shall have general supervision of the affiliation work of the association, the building up of the present affiliated district² associations and local clubs of the state, and the organization of new ones when desirable, and she shall perform such other duties as shall from time to time be prescribed by the association, by the executive committee, or by the president.

Section 5. The *secretary* shall conduct the correspondence of the association under the direction of the president, unless otherwise provided for. She shall keep or have kept an accurate record of the regular and special meetings of the association and of the executive committee, of which body she shall be ex-officio a member and secretary. She shall be custodian of all books, papers, documents, and records of the association, of the executive committee and of all other committees not otherwise provided for, and at the expiration of her term of office she shall promptly surrender the same to her successor. She shall, when requested by the president, give due notice of all regular and special meetings of the association and of the executive committee and of the other standing and special committees. She shall keep at all times an accurate list of the names and addresses of all active, associate, and other members of the association and of the officers of the association, section officers, committees, and chairmen thereof; and upon request shall furnish copies thereof to the association, to the executive committee, and to any other officer of the association. She shall make a detailed report to be presented at the annual meeting of the association. She shall make such other reports and shall perform such other duties as shall from time to time be prescribed by the association, by the executive committee, or by the president.

Section 6. The *treasurer* shall be the fiscal officer of the association and ex-officio a member of and treasurer of the executive committee and as such shall receive all moneys of the association and deposit them in such bank or banks as shall be designated by the association or by the executive committee, and shall disburse them at the direction of the association, of the executive committee, or of the president by checks signed by herself and countersigned by the president.

¹In the district association by-laws add here "and state associations" then below omit "district associations and."

²See note 1.

By similar checks she shall honor all requisitions of officers, chairmen of committees, and others granted appropriations by the terms of the budget or by special appropriations of the executive committee up to the amounts so appropriated without further authority; but checks shall not be so issued if the amount called for exceeds the funds available under that specific appropriation. In making such disbursements the treasurer shall issue checks only upon receipt of a properly signed voucher referring to the specific budget or executive committee appropriation being drawn against. A current expense account of not to exceed \$50¹ at any one time may be opened by vote of the association or of the executive committee which may be drawn upon by checks signed by the treasurer only. Vouchers shall likewise be required upon the issuing of these checks when practicable. She shall keep true and exact accounts of all such receipts and disbursements and shall at all reasonable times upon demand exhibit her books and accounts to any officer of the association or to any auditor, accountant, or auditing committee, employed or appointed by the association, by the executive committee, by the audit committee, or by the president. She shall keep at all times accurate lists of all active, associate, and other members of the association and² of all officers of affiliated organizations with their addresses; and upon request shall display the same or furnish copies thereof to the association, to the executive committee, to the secretary, or to any other officer of the association. She shall issue proper credentials of membership to all members paying their dues in the first instance to the association³ and not to the district⁴ or local organizations. She shall give such bond as shall be prescribed by the association or by the executive committee for the faithful performance of her duties and for the delivery to her successor at the expiration of her term of office of all accounts, books, vouchers, papers, moneys, and other property of the association, the expense for such bond to be paid by the association. She shall make a detailed report to be presented at the annual meeting of the association. She shall make such other reports and perform such other duties as shall from time to time be prescribed by the association, by the executive committee or by the president.

¹A smaller current expense account may be found sufficient in district associations and local clubs.

²In local club by-laws omit "and of all officers of affiliated organizations."

³In district association by-laws omit "district or" and after "organizations" add "as provided in Article II of these by-laws." In local club by-laws, omit "association and not to the district or local organizations" and have it read, "in the first instance to the club as provided in Article II of these by-laws."

⁴See note 3.

Section 7. In the absence or disability of both the president and the vice-presidents at any meeting of the association or of the executive committee a president pro tem to act during such absence or disability may be chosen by the meeting.

Section 8. In the absence or disability of the secretary at any meeting of the association or of the executive committee a secretary pro tem to act during such absence or disability may be chosen by the meeting.

Section 9. All officers of the association shall be chosen from among the active members of the association except as provided in Article III, Section 2 of the constitution.

Section 10. All officers who have received appropriations for their work through the budget or by special action of the executive committee shall at least fifteen days before the annual meeting make a full, detailed report to the treasurer of the association of the amount received and disbursed, accompanied, as far as possible, by properly signed vouchers for all disbursements and a remittance for any unexpended balance.

Section 11. At the expiration of their terms of office the several officers and members of the staff of the association shall surrender to their successors in office all books, papers, documents, records, and other property of the association in their hands and a detailed report of the projects and activities under way with the present condition of each and such other facts as will assist the incoming officers to take up their work with the least possible loss of progress.

ARTICLE IV. ADDITIONAL MEMBERS OF AND POWERS AND DUTIES OF THE EXECUTIVE COMMITTEE

Section 1. The officers of the association shall be ex-officio officers of the executive committee. The chairmen of the several sections shall be ex-officio members of the executive committee.

Section 2. All committees not provided for in Article VI, Section 1 of these by-laws or otherwise shall be appointed by the executive committee.

Section 3. The executive committee by majority vote may fill any vacancy occurring in the list of officers of the association until their successors have been elected or appointed in regular course and have qualified.

Section 4. It shall make provision for all funds needed for carrying out the purposes and policies of the association and of its several subordinate bodies not provided by membership dues and from other regular sources.

Section 5. Prior to the annual meeting of the association the executive committee shall make up a tentative budget covering the estimated receipts and expenditures for the ensuing year, which budget

shall be submitted to the association at the annual meeting for its approval. When formally adopted, the budget shall govern generally the expenditures of all officers and subordinate bodies of the association and others engaged in the work of the association. If emergencies arise during the year, making it necessary that any officer or subordinate body of the association, or workers in association projects, have more funds than are provided in the budget, the executive committee shall consider applications therefor on their merits; and if the expenditure seems to be justified, may make an additional appropriation therefor out of any unexpended and unappropriated balance in the treasury.

ARTICLE V. POWERS AND DUTIES OF THE SECTIONS AND THE OFFICERS
OF THE SECTIONS

Section 1. In addition to the powers and duties of the several sections prescribed by the constitution they are hereby authorized to frame and present to the association or to the executive committee recommendations for the inauguration of new policies and activities in the special fields of such sections and the prosecution of research and other work in such fields.

Section 2. The chairmen of the several sections shall be the executive officers thereof and shall be responsible for carrying out the general purposes and policies of the sections. They shall be ex-officio members of the executive committee. They shall preside at the business meetings of their several sections and either preside personally or provide for presiding officers for all other meetings of the sections. In consultation with the president and the program committee of the association and with the vice-chairman and secretary-treasurer of the section, each chairman of a section shall prepare the program for the annual meeting of that section. She shall make such reports and perform such further duties as shall be prescribed by the association, by the by-laws, by the president, or by her section.

Section 3. The retiring chairman shall automatically become the vice-chairman of the section and as such shall perform all the duties of the chairman in her absence or disability.

Section 4. The secretary-treasurer of the several sections shall perform the usual duties of these two offices. She shall make such reports and perform such other duties as shall be prescribed by the association, by the by-laws, by the president, by her section, or by the chairman thereof.

Section 5. At the expiration of their terms of office the several officers of the sections shall surrender to their successors in office all books, papers, documents, records, and other property of the section in their hands and a detailed report of the work of the office and such other facts as will assist the incoming officers to take up their work with the least possible loss of progress.

ARTICLE VI. POWERS AND DUTIES OF COMMITTEES

Section 1. In addition to the executive committee there shall be the following standing committees and such others as the association and the executive committee shall from time to time authorize: program, health, membership, audit, and nominating. These and all other committees except the executive committee shall be appointed by and the chairman designated by the president unless otherwise specifically provided.

Section 2. The chairmen of all standing committees and a majority of the members of such committees shall be chosen from among the active members of the association except as provided in Article III, Section 2 of the constitution. The remaining members of the committees may be either active, associate, or other members of the association; or where there are special reasons therefor, may be individuals not members of the association.

Section 3. The chairmen of the several committees may add to the membership of their committees as circumstances may require so long as a majority of the members of their committees are active members of the association. All such additions must, however, be reported to the secretary as soon as made.

Section 4. All active work other than the preparation of the annual report of all standing and special committees except the executive committee shall be terminated, as far as possible, fifteen days before the date of the annual meeting. The chairman of the sections and of each committee which has received appropriations either through the budget or by special action of the executive committee shall at least fifteen days before the annual meeting make a full detailed report to the treasurer of the association of the amount received and the amounts disbursed by the committee accompanied by properly signed vouchers for all disbursements as far as practicable and a remittance for any unexpended balance.

Section 5. The *program* committee shall consist of the president, the second vice-president, the secretary, and the chairmen of the several sections. It shall be the duty of this committee to prepare a program for the annual meeting of the association and of the several sections.

Section 6. The *health* committee shall consist of five members to be appointed by the president, except as provided in Section 3 above, one each year for a term of five years or until their successors are appointed and have qualified. It shall be the duty of this committee to cooperate with the health committee of the national association and of the several state associations, and by means of student health surveys and other investigations to assemble and furnish to deans and advisers and other interested workers information regarding student health measures throughout the country and other health data,

and to foster any movements calculated materially to improve the physical, mental, and moral health of girl and women students.

Section 7. The *membership* committee shall consist of five members appointed, except as provided in Sections 3 above, by the president, one each year, for a term of five years or until their successors are appointed and have qualified. It shall be the duty of this committee to promote the growth of the association.

Section 8. The *audit* committee shall consist of two members appointed by the president one each year for a term of two years or until their successors are appointed and have qualified. It shall be the duty of this committee to audit the accounts of the treasurer and submit a report thereon at the annual meeting of the association. Whenever the volume of accounts justifies it, the committee shall employ an impartial certified auditor or accountant to pass upon and report upon the treasurer's accounts; and the report of such auditor or accountant shall be submitted to the association along with the report of the auditing committee.

Section 9. The *nominating* committee shall consist of five members appointed, except as provided in Section 3 above, by the president, one each year for a term of five years or until their successors are appointed and have qualified. The duties of this committee shall be to make as thorough a study as possible of the active membership of the association and to consult any other sources of information necessary to enable them to assemble a list of members having special qualifications for the several offices of the association and of the several sections, for membership on the several standing and other committees and for the chairmanship of such committees and for any other office or position in connection with the association work; and be prepared, if possible, at least thirty days prior to the date when an election or appointment is about to take place to present at least two specially qualified candidates for each office or position to be filled.

Section 10. The chairmen of the several standing and special committees except the executive committee shall prepare detailed reports of the work of their several committees to be presented at the annual meeting of the association. They shall make such other reports and shall perform such other duties as shall be prescribed from time to time by the association, by the executive committee, or by the president.

Section 11. At the expiration of their terms of office the chairmen of the standing and other committees except the executive committee shall surrender to their successors in office all books, papers, and other property of the association or of the committee with a detailed report of the projects and activities undertaken by the committee, the progress made, and such other facts as will assist the new chairmen to take up the work with the least loss of progress.

ARTICLE VII. MEETINGS

Section 1. The *annual* meeting of the association shall be held at the time and place to be fixed by vote of the association or of the executive committee.

Section 2. *Special* meetings of the *association* may be called or caused to be called at any time by the president when the work of the association requires it and she shall call or cause to be called such special meetings upon written request of 5 per cent of the active membership of the association or upon written request or vote in meeting of a majority of the members of the executive committee. Special meetings shall be held at the time and place designated in the notice thereof.

Section 3. *Regular* meetings of the *executive committee* shall be held immediately following each annual meeting of the association and immediately preceding the next annual meeting at the time and place fixed by the association, by the executive committee, or by the president.

Section 4. *Special* meetings of the *executive committee* may be called or caused to be called by the president at any time when the work of the committee requires it and she shall call or cause to be called such special meeting upon written request or vote in meeting of a majority of the members of the executive committee.

Section 5. *Regular* meetings of the several *sections* shall be held during the annual meeting of the association at the time and place designated in the notice of such meeting.

Section 6. *Special* meetings of a *section* may be called or caused to be called at any time by the chairman when the work of the section requires it and she shall call or cause to be called such special meeting upon written request of ten active members of the section.

Section 7. *Meetings* of *standing* and *special committees* except the executive committee may be called or caused to be called by the chairman at any time when the work of the committee requires it and she shall call or cause to be called such meetings upon written request or vote in meeting of a majority of the active members of the committee.

ARTICLE VIII. NOTICES OF MEETINGS

Section 1. Due notice of the *annual* meeting of the *association* shall consist of a written notice stating the time and place of such meeting mailed to each active member at least fifteen¹ days prior to such

¹In district association and local club by-laws, in Article VIII, Section 1, change "fifteen days" to "ten days;" Section 3, change "ten days" to "five days." Omit Sections 5 and 6 and change the subsequent section numbers accordingly. Section 7, change "ten days" to "five days." Section 8, change "fifteen days" to "ten days."

meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving such notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance. A printed program which states the time and place of meeting shall be construed as such written notice.

Section 2. Due notice of the *special* meetings of the *association* shall conform to the above requirements and in addition shall state the object or objects of such meetings.

Section 3. Due notice of the *regular* meetings of the *executive committee* shall consist of a written notice stating the time and place of such meeting mailed to each member at least ten¹ days prior to such meeting or similar verbal, written, or other notice given or delivered to her personally before the hour of the meeting.

Section 4. Due notice of the *special* meetings of the *executive committee* shall conform to the above requirements and in addition shall state the object or objects of such meetings.

Section 5. Due notice of *regular* meetings of the several *sections* shall consist of a written notice stating the time and place of such meetings mailed to each active member at least fifteen² days prior to such meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving such notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance. In this case also a printed program stating the time and place of meeting shall be construed as such written notice.

Section 6. Due notice of *special* meetings of the several *sections* shall conform to the above requirements and in addition shall state the object or objects of such meeting.

Section 7. Due notice of *special* meetings of *standing* and *other committees* shall consist of a written notice stating the time, place and object or objects of such meeting mailed to each member of the committee at least ten³ days prior to such meeting or similar verbal, written, or other notice given or delivered to her early enough to make it possible for her after receiving the notice to reach the place of meeting at the appointed time by the ordinary means of conveyance.

Section 8. Due notice of proposals of new policies of the *association* or the modification of existing policies and due notice of action upon applications of organizations for affiliation with the *association* shall consist of a written statement of the proposed new policies or modification of policies or of the desired affiliation mailed to each active member of the *association* or of the *executive committee*, as the

¹See note 1, p. 594.

²See note 1, p. 594.

³See note 1, p. 594.

case may be, at least fifteen¹ days prior to the meeting at which action is to be taken or a similar verbal, written, or other notice given or delivered to her early enough to make it possible for her, after receiving the notice, to reach the place of meeting at the appointed time by the ordinary means of conveyance.

Section 9. Any member who changes her address during the year so that the notices provided for in this article, if sent to the address last formally given to the secretary or treasurer will not reach her in time to make it possible for her or her mail vote provided for in the following article to reach the place of meeting at the appointed time, must notify the secretary of the association of such change.

Section 10. Any notice provided for in this article may be waived by written waiver properly dated and signed by the member.

ARTICLE IX. QUORUMS AND MAIL VOTING

Section 1. Fifteen¹ active members of the association and five active members of any section shall constitute a quorum for the transaction of business and, unless otherwise provided, a majority of the active members present and voting at duly constituted meetings shall be necessary to pass any measure.

Section 2. A majority of the active members of the executive committee and of all other standing and special committees shall constitute a quorum of these bodies for the transaction of business and, unless otherwise provided, a majority vote of the active members present and voting at duly constituted committee meetings shall be necessary to pass any measure.

Section 3. Both the association, the several sections, the executive committee, and other standing and special committees are authorized in their discretion to submit to the active members of their several bodies by mail or written ballot any question, motion, or resolution upon which it is necessary or desirable to secure the action of the entire active membership of the body, and such vote shall be as conclusive and binding as though taken in a meeting duly called for the purpose. The executive committee by majority vote in meeting or consent in writing may similarly authorize such mail or written ballot to be taken of all the members of the association or of any of the constituent bodies thereof. If a majority approve the question, motion, or resolution so submitted, it shall be entered in its proper order in the minute book of the body if one is kept.

Section 4. In case there is not a quorum present at any duly called meeting of the association, of any section, of the executive committee, or of any other standing or special committee but there are present

¹In district association and local club by-laws, change "fifteen" to "five."

at least one-half of the number of active members necessary to constitute a quorum, those present may in their discretion by majority vote, authorize the submission to all of the members of the body, by mail or written ballot, any question, motion, or resolution upon which it is necessary or desirable to secure the action of the entire membership of the body and such vote shall be as conclusive and binding as though taken in a meeting duly called for the purpose and if a majority approve the question, motion, or resolution, it shall likewise be entered in the proper order in the record book of the body in case formal records of meetings are kept.

ARTICLE X. VACANCIES

Section 1. The executive committee by majority vote may fill any vacancies in the offices of the association and of the committee until their successors are elected in regular course and have qualified.

Section 2. The president may fill any vacancies in the positions of chairmen, vice-chairmen, secretary-treasurer, or other officers of the several sections and of the standing and special committees excepting the executive committee and in the membership of such committee until their successors are elected or appointed in regular course and have qualified.

ARTICLE XI. FISCAL YEAR

The fiscal year of the association shall begin on the first day of January in each year and end on the thirty-first day of the following December.

ARTICLE XII. ORDER OF BUSINESS

Section 1. The order of business at the annual meeting and, as far as applicable, at the special meetings of the association shall be:

1. Call to order.
2. Reading of minutes.
3. Reports of the following officers:
 - President.
 - Second Vice-President.
 - Secretary.
 - Treasurer.
4. Reports of the following committees:
 - Health.
 - Membership.
 - Audit.
 - Nominating.

5. Election of officers.
6. Communications.
7. Miscellaneous business.
8. Adjournment.

Section 2. The order of business at meetings of the sections and of the executive committee and, as far as applicable, of all other standing and special committees shall be:

1. Call to order.
2. Roll call.
3. Reading of minutes.
4. Reports of officers and committees.
5. Report of nominating committee.
6. Election of officers or members.
7. Communications.
8. Miscellaneous business.
9. Adjournment.

ARTICLE XIII. RULES OF ORDER

Section 1. The rules of parliamentary procedure as laid down in Robert's revised "Rules of Order" shall govern all meetings of the association, of the sections, of the executive committee, and of all standing and special committees except as otherwise provided in the constitution and by-laws or unless a different rule shall be established by resolution of the association or of the executive committee.

ARTICLE XIV. AMENDMENTS

Section 1. These by-laws may be amended at any regular or special meeting of the association by a two-thirds vote of the active members present and voting provided that notice thereof with a copy of such proposed amendment shall have been served upon every active member of the association at least fifteen¹ days prior to such meeting.

Section 2. Any one or more of the provisions of these by-laws may be suspended for a part or all of any meeting of the association by a two-thirds vote of the active members present and voting.

¹In district association and local clubs by-laws change "fifteen days" to "ten days."

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INDEX

A

Adviser (see Deans)
 Alpha tests, Army, 248-250
 American Association on Religion, report on religious affiliations of students, 42
 American Child Health Association, work of, 85
 American Physical Education Association, examination forms, 90, 451-452
 American Social Hygiene Association, program of sex education, 106, 455-460
 American Student Health Association, survey by, 92-94
 Amusements (see Recreations, Social activities)
 Analogies test, of Cyril Burt, 239
 Appeals to girls, 36
 Army Alpha mental test, 248-250
 Assembly, in secondary schools, 529-532
 Athletics, 141-158 (see also Health, Recreation)
 Associations, Women's, 64
 National Amateur Athletic Federation of America, platform, 157-159
 dean's attitude on increasing, 147
 desirable, list, 156, 461-473
 physical director (see physical director)

reasons for small attention to, 144
 secondary schools, 145
 securing facilities for, 146
 survey by National Collegiate Athletic Association, 92-94
 value of reasonable program of 141-143
 Atkinson, Ruth F., quoted, 415
 Automobiling as recreation, 17
 Ayres, May, quoted, 141

B

Baker, Sara Josephine, quoted, 118
 Bakery, residence halls, 485
 Basement, residence halls, 283, 481-487
 Bathrooms, modern residence hall, 288, 510
 Beauty,
 personal, enhancement of, 160-162
 value of, as recreation, 135-137
 Beds, in residence hall, 510, 514
 Beresniy, Timothy, quoted, 523-527
 Bibliography, 509-623
 Binet's mental tests, 238
 Biographies, of great women, 202, 205
 Blake, Mrs. Agnes C., quoted, 20

Boarding schools (see Secondary schools)
 Bowman, John McE., quoted, 343
 Breyfogle, Caroline, quoted, 518-521
 Buildings, superintendent of (see Superintendent of buildings and grounds)
 Bureaus of occupations, 218-221
 Bureau of Vocational Information, 219
 Burt, Cyril, analogies test, 239
 Business men and women, modern-type residence hall for, 515
 By-laws,
 model for state and district associations and clubs of deans of women, 583-598
 National Association of Deans of Women, 560-577

C

Cancellation test, 240
 Carving rooms, residence hall, 486
 Chaperonage, 30-39
 interdependence of youth and maturity, 30-32
 methods of building morals, 35-39
 passage of, 32-35
 Character, secondary school dean's influence on formation, 411
 Charts, moral, 52
 Check room, in residence hall, 493
 Chef, residence hall, 309-312
 activities, 310-311
 qualifications, 311-312
 Cheng, David C., quoted, 523-527
 Chicago University, Federation of University Women of, stand on shoes, 165
 Child Health Association, American, work of, 85
 Child Health Survey, New York, statement on school nurse, 118
 Churches, cooperation of, in building up morals of youth, 37
 Cities, special need of contact of deans in, 376
 Clark, Thomas Arkle, quoted, 31-34
 Closets, in residence hall, 509-510
 Clothing (see Dress)
 Club rooms, in residence hall, 504
 Clubs,
 modern-type building, city, 515
 of deans of women, model constitutions and by-laws, 579-598
 secondary schools, 533-540
 College of the City of New York, health examination blank, 449-450
 Colvin, Stephen S., quoted, 233-242
 Committee rooms, in residence halls, 504
 Commons, John R., quoted, 344
 Community,
 dean's relation to, 375-386
 influence on girls, 376
 need of contact with, 375-378
 secondary school activities, 379-386
 Completion test, Ebbinghaus, 238
 Comstock, Ada L., quoted, 517-521

Conduct, principles of, 517-521
 Constitution,
 model for state and district
 associations and clubs of
 deans of women, 579-583
 National Association of
 Deans of Women, 557-
 560
 Conversation, art of, 168
 Cooperation, student, in talks to
 girls, 198-199
 Copeland, Senator, quoted, 82
 Cornell University,
 hygiene requirements, 433-
 435
 Prudence Risley Hall, 274
 Cosmetics, 162
 Council of Church Boards of
 Education, report on re-
 ligious affiliations of stu-
 dents, 42
 Counselors, vocational (see Vo-
 cational guidance)
 Culinary section, residence
 halls, 485, 497-500
 Cupboards, in residence hall, 510
 Cronin, Katherine L., quoted
 415

D

Dancing, 18-22
 DeWitt Clinton High School,
 New York City, extracur-
 ricular activities, 541-554
 Deans,
 activities, 357-370
 amusements, 391
 growing need for, 36, 348-352
 health, 391
 help, 398, 404-405
 lectures and writing, 394-397
 National Association (see
 National Association of
 Deans of Women)

office equipment, 398-404
 overcoming deficiencies, 392
 personal life, 389-393
 personality and devotion, 340-
 347
 professional status, 348-354
 qualifications, 370-374
 recreation, 391
 relation to community, 375-
 386
 secondary school, 406-413 (see
 also Secondary school
 dean)
 state and district associations,
 model constitution and
 by-laws, 579-598
 winning of respect and sup-
 port, 387-393
 Death rate, reduction in, 83
 Democracy, training in through
 student government, 75-
 77
 Denison University, grounds,
 281
 Devotion, deans, 340-347
 Dining rooms, residence hall,
 498
 Discipline, relieving deans
 from, 72
 Dish-washing rooms, residence
 hall, 499
 Dormitories, 269-270 (see also
 Residence halls, Student-
 housing)
 Drawer space, in residence hall,
 510
 Dress,
 difficulty in changing habits
 of, 159-160
 immodest, 163
 injurious, 164-165
 taste and suitability, 162-166
 thrift and, 165
 Drewey, Raymond, quoted, 529-
 532

- Dumbwaiters, residence hall,
500
Durand, Mrs. E. B., quoted, 198

E

- Ebbinghaus, mental test of, 238
Education, National Society for
Study of, survey on mental tests, 224
Elevator lobby, in residence hall, 511
Emerson, Haven, quoted, 437-439
Employment director, 212-218
(see also Vocational guidance)
activities of, 213-216
qualifications, 216-218
Endowment funds, in residence hall financing, 332
Engel, Carl, quoted, 21
Environment,
talk on fitting into new, 189-195
wrong, effect on mental health, 105
Equipment, office, dean's, 398-404
Ethical organizations, 64
Ewer, Bernard C., quoted, 45-47, 69, 70, 75, 76-77
Extracurricular activities (see also Social activities)
secondary schools, 541-554

F

- Faculty,
lack of guidance by, 349-350
residence in hall, 511
Farrand, Dr. Livingston, quoted, 88
Financing, residence halls, 329-335

- Finney, Ross L., quoted, 342
Fireplaces, in residence hall, 510
Fisk, Eugene Lyman, quoted, 84
Fitch, Albert Parker, quoted, 13, 39-40, 41-42, 343
Fitch, Florence M., quoted, 517-521
Fitchpatrick, Harriet V., quoted, 523-527
Fosdick, Harry Emerson, quoted, 39
Fraternity house, modern-type, 515
Freshman chapel, 198
topics for, 199-200
Fruit cellars, residence halls, 486
Funds,
endowment, in residence hall financing, 332
for office equipment and help, 398-400
Furniture, in residence hall, 510

G

- Galloway, T. W., quoted, 455-460
Gardens, of residence hall, 491
Gibson, Jessie, quoted, 378, 386
Gilchrist, Beth, life of Mary Lyon, 202
Gilman, Charlotte Perkins, quoted, 204
Girls' League, in secondary schools, 409-410
Girls' Service Club, secondary school, 411
Gompers, Samuel, quoted, 344
Goodskey, A. J., quoted, 523-527

Goucher College, mental tests
at, 243, 246
Graphs, moral, 52
Graves, R. Erkin, quoted, 541-
554
Great hall, in residence hall,
489-491
Great War, independence of
women increased by, 30
Great women, biographies of,
202-205
Griggs, Edward Howard, quo-
ted, 18-20
Grounds,
superintendent of (see Su-
perintendent of buildings
and grounds)
surrounding residence halls,
281
Guest suite, in residence hall,
494
Gymnasium (see Athletics)

H

Habits, personal appearance,
159-160
Hair, dressing of, 166
Hall, G. Stanley, quoted, 34-35
Harding, Mrs. Warren G.,
quoted, 161
Head of house (see Mistress-of-
the-hall)
Health (see also Hygiene, Phy-
sical education, Recrea-
tions)
academic work and, 102
American Student Health As-
sociation, survey, 92-94
center, modern-type building,
515
Cornell University lecture
schedule, 433-435
director of, 95-102
activities of, 96-100
qualifications of, 100-102
follow-up work, 107-109
habits, 89, 441-446
outline of activities, courses,
etc., 461-473
physical examinations, 89-92,
447-454
promotion, 80-129, 391
adaptation to situations,
103
elements of service, 89-92
popularity of, 83-86
status in education, 80-82
school nurse (see Nurse,
school)
school physician (see Physi-
cian, School)
section, in residence hall, 512
talk on, 195-198
upkeep grading table, 437-439
Women's Foundation for,
purpose and program,
127-129
Hendersen, Harold H., quoted,
541-554
Hollingsworth, J. J., quoted,
529-532
Holmes, Oliver Wendell, quo-
ted, 80
House manager (see Manager,
house)
House mother (see Mistress-of-
the-hall)
Hyde, W. D., quoted, 47
Hughes, Dr., of Ripon College,
quoted, 320
Hygiene, 80-129 (see also Men-
tal hygiene and Social
hygiene)

I

Indoor recreations (see Recrea-
tions)
Inefficiency, locating by mental
tests, 245
Infirmary, in residence hall, 512

Inspiration from biographies of great women, 202
 Intelligence tests (see Mental tests)
 Iowa State Agricultural College, residence hall, 270

J

James, Edmund J., quoted, 275
 Jarrett, Mary C., quoted, 15
 Jerrel, Louise, quoted, 523-527
 Johnson, E. Ernest, quoted, 342

K

Kappa Alpha Theta sorority, 69
 Kemper, Hollis D., quoted 523-527
 Kiefer, Miss Freida, table of mental tests, 224-232
 Kitchen, in residence hall, 499
 Kitchenettes, in residence hall, 513
 Knott, Laura E., quoted, 143
 Kolodney, William, quoted, 523-527

L

Landlady, student rooming houses, 264
 Lash, Ellen L., quoted, 523-527
 Laundry, rooms for light, in residence hall, 513
 superintendent, 316-319
 activities of, 317-318
 qualifications of, 318-319
 Lectures, dean's, 394-397
 Liao test, 242
 Linen room, in residence hall, 514
 Lockers, for swimming patrons in residence hall, 484
 Longfellow, H. W., quoted, 54

Lowell, President, of Harvard, 262
 Lyon, Mary, biography of, 202

M

Mackey, Mrs. Myra P., quoted, 407
 Manager, house, residence halls, 305-309
 activities, 306-308
 qualifications, 308-309
 rooming houses for students, 264
 suite in residence hall, 500
 Manners, 166-167
 Massachusetts Committee on Preparation of Teachers, outline of health essentials, 88, 415-432
 Matron (see Manager, house)
 Maturity, youth dependent on, 30
 McCabe, Edna C., quoted, 523-527
 Meals, furnishing at cost in residence hall, 499
 Medical adviser, 109-117
 activities, 111-115
 qualifications, 116-117
 Medical examinations (see Physical examinations)
 Menorah Societies, 64-65
 Mental hygiene, 104-106
 wrong educational processes, effect of on, 104
 wrong environment, effect of on, 105
 Mental tests, 222-259
 administration of in colleges, 242-259
 bibliography, 256-259
 table of tests used, 251-255
 analogies test of Cyril Burt, 239
 Army Alpha, 248-250

at Goucher College, 243
 Binet's scale, 238
 cancellation test, 240
 classifying students by, 245
 completion test of Ebbinghaus, 238
 general intelligence, defined, 233-237
 locating inefficiency by, 245
 Liao test, 242
 necessity in determining capacities, 222
 popularity with students, 250
 reading test, 240
 substitution test, 240
 survey of present status, 224-232
 vocabulary test, 240
 vocational guidance and, 246
 Voelker test, 242
 will-profile test, 241
 Metropolitan Life Insurance Co., survey, 83
 Milstead, J. O., quoted, 529-532
 Mistress-of-the hall, 298-305
 activities of, 299-303
 qualifications, 303-305
 suite, 509
 Morals, of youth, methods of building, 35-37
 Moving pictures (see also Theaters)
 as recreation, 15-17
 independence of women increased by, 31
 projection room, in residence hall, 504
 Music rehearsal room, in residence hall, 503

N

National Amateur Athletic Federation of America, Platform of Women's Division of, 157-159

National Association of Deans of Women,
 indorsement of platform of Women's Division of National Amateur Athletic Federation of America, 156-158
 model constitution and by-laws, 557-577
 platform, 556
 publications, 395
 stand on sororities, 68
 National Association of Directors of Educational Research, survey on mental tests, 224
 National Board of Review, lists of selected pictures, 17
 National Collegiate Athletic Association, survey by, 92-94
 National Congress of Parents and Teachers, 37
 National Education Association, survey on mental tests, 224
 National Society for Study of Education, survey on mental tests, 224
 Neurotic girls, 14
 Newman clubs, 64-65
 Normal schools, physical education in, 415-432
 Nurse, school, 117-127
 activities, 120-125
 qualifications, 125-127

O

Occupations,
 bureaus of, 218-221
 open for women, 475-480
 Officers, in residence hall, 492-493
 Oldt, Jessie T., quoted, 523-527

Outdoor recreations (see Recreations)

Oversocial girls, 11-12

P

Palmer, Alice Freeman, biography of, 202

Pan-Hellenic Council, stand on sororities, 68

Parents,

cooperation of in building up morals of youth, 36

irresponsibility of, 31, 348

Parlor, in residence hall, 492

Patrick, G. T. W., quoted, 15, 133-134

Pennsylvania, University of, courses for director of student health, 93

Pershing, General, 345

Personal appearance (see also Dress)

difficulty in changing habits, 159-160

Personality, dean's, 340-347

Phi Beta Kappa, origin, 69

Physical director, 148-155

activities of, 150-153

qualifications of, 153-155

Physical Education Association, American, examination forms, 90, 451-452

Physical examinations (see also Health)

blanks for, 89-92, 447-454

in normal school syllabus, 416

Physician, school, 109-117

activities, 111-115

qualifications, 116-117

Posture (see Health)

Press, independence of women increased by, 31

Pressing rooms, in residence hall, 513

Promenade, in residence hall, 501

Provincial girls, 12

Psychological tests (see Mental tests)

Purington, Florence, quoted, 517-521

Purington, Edward Earle, quoted, 342

R

Reading test, 240

Reception room, in residence hall, 492

Recreations (see also Social activities)

amount of, 131

automobiling, 17

choice of, 130, 132-134

clubs, secondary schools, 533-540

dancing, 18-22

dean's, 391

indoor, 139-140

section for in residence hall, 283, 484

moving pictures (see Moving pictures)

outdoor, 135, 138

program of, 134-140

value of beauty, 135-137

Refrigeration, residence halls, 486

Religion,

American Association on, report on religious organization of students, 42

attitude of students toward, 38-61

causes of wrongdoing, 42-44

college, 45-47

instinctiveness of, 41-42

lack of guidance in, 350

reasons for lessened influence, 39-40

religious organizations, 64
 sincere development of, 47-50
 Research, Educational, National
 Association of Directors
 of, survey on mental
 tests, 224
 Respect of dean, 387-393
 Residence halls, 267-289 (see
 also Student-housing)
 chef (see chef) 311-312
 economy in construction, 289
 financing, 329-335
 endowment funds, 332
 grounds, 281
 house association, 319-320
 house manager (see Mana-
 ger house)
 indoor sports section, 283,
 484
 laundry, superintendent of
 (see Laundry)
 management of, 290-320
 dean's part, 291
 standardization of, 291-
 292
 mistress-of-the-hall (see Mis-
 tress-of-the hall)
 modern-type,
 feature of, 281-289, 481-516
 recommended standard, 274-
 281
 old and new, 275-279
 other uses, 280
 positions for self-supporting
 students, 322-328
 purposes, 279
 simple type, 270-273
 specialized type, 273-274
 student government in, 78
 superintendent of buildings
 and grounds (see Super-
 intendent of buildings
 and grounds)
 Richards, Florence, quoted, 517-
 521

Rogers, Agnes L., quoted, 212,
 242-247, 275
 Rooming houses, for students,
 262-264 (see also Student
 housing)
 Rooming units, in residence
 hall, 505-509

S

Secondary schools,
 assembly in, 529-532
 athletics in, 145
 deans, 406-413
 assistants to, 407
 influence on character for-
 mation, 411
 vocational guidance, 412-
 413
 work contrasted with col-
 lege, 407
 extracurricular activities, 541-
 554
 organizations, 409-411, 533-
 540
 student government, 74, 78-
 79, 523-527
 Self-government (see Student
 government)
 Self-supporting students, 321-
 328
 positions for, 322-328
 Service rooms, in residence
 hall, 513
 Serving rooms, residence hall,
 499
 Sewing rooms, in residence hall,
 513
 Sex education, program in col-
 leges, 106-107, 455-460
 Shoes, evils of improperly fit-
 ting, 165
 Shop, superintendent, residence
 hall, 486
 Shower baths, in residence halls,
 483

- Sleeping balconies, in residence hall, 507
- Smiley, Dr. D. F., quoted, 86, 87, 95, 433-435
- Smith, C. N., quoted, 523-527
- Smith College, housing plan, 267
- Social activities, 3-29 (see also Recreation)
 automobiling, 17
 committee, on, 6-7
 dancing, 18-22
 dean's share in determining, 3-5
 moving pictures and theaters, 15-17
 principles and objects, 7-8
 to meet individual needs, 8-14
- Social directors, 22-29
 activities, 22-26
 great hall's place in program of, 490
 qualifications, 27-29
 section in residence hall, 494-497
- Social hygiene, 106-107
 course recommended, 106, 455-460
- Social workers, assistants to deans, 407
- Society of Directors of Physical Education in Colleges, survey by, 92-94
- Somers, Florence A., quoted, 415
- Sophisticated girls, 12-14
- Sororities, 66-71
 nonmembers, 71
 origin and development, 69
 points for and against, 66-69
 regulation, 70
- Spirituality, dean's, 346-347
- Sports (see Athletics, Recreations)
- Stage, in residence hall, 490
- Staircase, in residence hall, 488, 501
- Stephens Junior College, residence hall, 273
- Stevens, Romiett, quoted, 379
- Stewardess (see Manager, house)
- Stimson, Dorothy, quoted, 339
- Storage space, residence halls, 485
- Stores, in residence halls, 284, 487
- Storey, Thomas A., survey of, quoted, 93
- Struthers, Lina Rogers, quoted, 119
- Student-assistants, section for, in residence hall, 500
- Student government, 72-79 (see also Student organizations)
 in colleges, 74
 in residence halls, 78
 section for, 497
 in secondary schools, 74, 78-79, 410, 523-527, 541-554
 relieving deans from discipline, 72
 training in democracy, 75-77
- Student-housing, 260-290
 cost of, 278
 director of, 292-298
 activities of, 292-296
 qualifications of, 296-298
 dormitories, 269-270
 residence halls 267-289 (see also Residence halls)
 types compared, 261-274
 without residence halls, 261-267
 approved rooming houses, 262-263
 cooperative, 264-267
- Student organizations, advantages, 62
 purposes, 63

room in residence hall, 504-505
 secondary schools, 533-540
 special, 64-71
 women, 62-71
 Substitution test, 240
 Suffrage, woman, independence of women increased by, 30
 Suitability, clothing, 162-166
 Suites, students', in residence halls, 505-509
 Sun parlors, in residence hall, 491
 Sundwall, John, quoted, 96
 Superintendent of buildings and grounds, 312-316
 activities, 313-314
 qualifications, 315-316
 suit in residence hall, 487
 Swimming pool, in residence halls, 482-484

T

Talbot, Dr., of University of Chicago, quoted, 320
 Talks to girls, 169-201
 advantages of presenting matters en masse, 169
 developing, 172
 for Freshman chapel, 199-200
 on fitting into new environment, 189-195
 on health, 195-198
 outlines for, 189
 purpose of, 171
 securing mass response, 170
 student cooperation, 198-199
 subjects for, 173-176
 subtopics, 176-189
 Taste, in selection of clothing, 162-166
 Teachers College, religious association, 49

Telephone booths, residence hall, 488
 Theaters (see also moving pictures)
 as recreation, 15-17
 Thompson, W. O., quoted, 44
 Thorndike mental tests, 244
 Thrift, and dress, 165
 Toilets, residence hall, 486, 494
 Towne, Jessie, quoted, 517-521

U

Unsocial girls, 9-11

V

Vassar, mental tests, 246
 Vegetable cellars, residence hall, 486
 Vices, 50-61
 list of, 55-59
 dean's use of, 51-55
 training youth concerning, 37
 Vincent, Dr., quoted, 82
 Virginia, University of, student government plan, 73
 Virtues, 50-61
 list of, 59-61
 dean's use of, 51-55
 training youth regarding, 37
 Visiting teachers, 407
 assistants to deans,
 Vocabulary test, 240
 Vocational guidance, 206-221
 counselor, 212-218
 activities of, 213-216
 qualifications, 216-218
 inadequacy of, 206-210
 mental tests as basis for, 246
 occupation bureaus, 218-221
 occupations open to women, 475-480
 secondary school, 412-413
 Voelker test, 242
 Voice, cultivation of, 168

W

- Weeks, Secretary of War, quoted, 345
- Wellesley College mental tests at, 246
- Whipple, Guy M., tables of mental tests, 224-232, 251-259
- Whittier Hall, Teachers College, house association, 320
- Wilbur, Ray Lyman, quoted, 81
- Will-profile test, 241
- Williams, Jesse Feiring, quoted, 141, 148, 149, 150
- Women, increase in independence of 30-31
- Women's Foundation for Health, campaign on shoes, 165
- examination form, 90, 447-448
- purpose and program, 127-129
- Wood, Thomas D., quoted, 141
- Wrap closets, residence hall, 509
- Wrongdoing, causes of, 42-44
- Y
- Yale University Quadrangle, residence halls, 272, 273, 274, 282
- "Young Enchanted, The," quoted, 406
- Y. M. C. A., residence halls, 280, 515
- Y. W. C. A.'s, 64-65
athletic facilities, 145
residence halls, 280, 515
- Youth, dependence on maturity, 30

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